

*U.S. Department of Education
Office of Elementary and Secondary Education
Washington, D.C. 20202-6336*

**FISCAL YEAR 2006
APPLICATION FOR NEW
EARLY CHILDHOOD EDUCATOR
PROFESSIONAL DEVELOPMENT
PROGRAM GRANTS**

CFDA Number: 84.349A

*FORM APPROVED
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Student Achievement and School Accountability Programs
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Section A:

DEAR COLLEAGUE LETTER

Dear Colleague:

Thank you for your interest in Early Childhood Educator Professional Development (ECEPD) program. Grants under this program are authorized under section 2151(e) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, 2001, Public Law 107-110 (NCLB). They will enhance the school readiness of young children, particularly disadvantaged young children, and prevent them from encountering difficulties once they enter school, through improving the knowledge and skills of early childhood educators. The grants are part of the President's early childhood initiative, "Good Start, Grow Smart," and complement other Federal early learning grant programs, such as Early Reading First, by helping States and local communities strengthen early learning for young children.

Strong professional development programs for early childhood educators are critical to help our young children become ready to succeed in school. These grants are intended to provide professional development for early childhood educators who work in programs that serve concentrations of children from low-income families and that also are located in communities with high concentrations of children living in poverty. *The applicant partnership may only apply if it meets the criteria for providing professional development to early childhood educators who are working in early childhood programs that are located in high-need communities, as stated in the "Absolute Priority" in this application.* Applicants will identify on the Absolute Priority Form the program sites in which the early childhood educators work who will receive the professional development under the grant, and use the form to demonstrate how those sites qualify under the Absolute Priority. It is children attending these programs who are among those most at-risk for entering school without the knowledge, skills, and dispositions necessary to succeed. A partnership may not apply if it is a previous recipient of an ECEPD grant.

For fiscal year (FY) 2006, the Secretary has established a competitive preference priority for projects proposing an evaluation plan that is based on rigorous scientifically based research methods to assess the effectiveness of a particular intervention. The Secretary intends that this competitive preference priority will allow program participants and the Department to determine whether the project produces meaningful effects on student achievement and teacher performance. In addition, it will enable the Department to expand the number of programs and projects Department-wide that are evaluated under rigorous scientifically based research methods in accordance with ESEA, as reauthorized by the NCLB.

Under this priority, the Secretary gives a competitive preference to an application by awarding up to 20 additional points, depending on how well or the extent to which the application meets the competitive priority as described in the *Federal Register* application notice (34 CFR 75.105(c)(2)(i)). For the complete text of the notice of final priority on scientifically based evaluation methods, published on January 25, 2005 (70 FR 3586), visit ED's website at <http://www.ed.gov/legislation/FedRegister/finrule/2005-1/012505a.html>.

For FY 2006, the Secretary also has established two invitational priorities. The first invitational priority applies to applicants serving children with limited English proficiency. Under this invitational priority, the Secretary is especially interested in applications that include a specific plan for the development of English language proficiency for these children from the start of their preschool experience. Under the second invitational priority, the Secretary is especially interested in applications that propose to provide professional development for early childhood educators on the specific preschool curricula based on scientifically based research being used in their early childhood programs, and applications that propose to promote young children's school readiness in the areas of language and cognitive development, and early reading and numeracy skills, and on the research base supporting that curricula. *An applicant that meets either or both of these "Invitational Priorities" receives no absolute or competitive preference over applications that do not.*

Applications that receive funding will provide early childhood educators with professional development that is high quality, intensive, sustained over time, and based on the best available research on early childhood pedagogy and child development and learning domains, including the development of early language and literacy skills. Applicants must base their proposed program on a needs assessment that they conduct to determine the most critical professional development needs of the early childhood educators to be served by the project and in the community. For FY 2006, ECEPD program grants will be awarded for up to a 3-year period.

Eligible applicants are partnerships of the following entities: (1) one or more entities (including faith-based organizations) that provides professional development for early childhood educators who work with children from low-income families in high-need communities; (2) one or more public agencies, Head Start agencies, or private organizations (including faith-based organizations); and (3) if feasible, an entity with demonstrated experience in providing training to early childhood educators concerning identifying and preventing behavioral problems or working with children identified as or suspected to be victims of abuse. Funded projects must contribute a cost share that is at least 50 percent of the total cost of the project for the entire grant period, and at least 20 percent of the annual project cost for each year of funding.

Funded projects must report annually to the Department on their progress toward attaining achievement indicators established by the Secretary. On March 31, 2003, the Secretary published in the *Federal Register* final achievement indicators that take into consideration public comments (68 FR 15646-15648). The *Federal Register* Notice of Final Achievement Indicators is posted on the Department's website at <http://www.ed.gov/programs/eceducator/index.html>, and the final achievement indicators are included in this application package. In addition, grantees must report annually on their progress toward attaining the Government Performance and Results Act (GPRA) indicators, which are based on the program achievement indicators, and are expected (at a minimum) to use the GPRA measures explained in this application package. The GPRA indicators for the ECEPD program are posted on the Department's website at <http://www.ed.gov/about/reports/annual/2006plan/edlite-g2eseaeearlychild.html>. The Department intends to use the results reported based on the achievement indicators and GPRA indicators to disseminate information about the professional development programs that prove to be effective.

This application package contains a copy of the *Federal Register* application notice that includes information on funding available for FY 2006, sets forth the absolute priority, the competitive preference priority and two invitational priorities, and describes the selection criteria that will be used to evaluate applications. In addition, this application package contains the statutory requirements for the application and the program; describes the Secretary's achievement indicators, GPRA indicators and measures; and contains the instructions, forms, and all other information needed to submit a complete application for an ECEPD program grant for FY 2006.

The Department requires applicants to use an Internet-based electronic system for submitting applications. We are requiring that applications for FY 2006 grants under the Early Childhood Educator Professional Development Program be submitted electronically using Grants.gov. *You are urged to acquaint yourself with the requirements of Grants.gov early. Grants.gov is accessible through its portal page at: <http://www.grants.gov>.* In addition, please refer to the notice inviting applications that follows for detailed information about the application and submission process, exceptions to the electronic submission requirements, and for a contact name and number, and call or send an e-mail inquiry if you have any questions about these grants or preparation of your application.

If you would like to learn more about the ECEPD grantees in previous years, please visit the program's website at <http://www.ed.gov/programs/eceducator/index.html>. We look forward to receiving your application and appreciate your efforts to meet the professional development needs of early childhood educators, including caregivers, through this program.

Sincerely,

/S/

Jacquelyn C. Jackson, Ed.D.
Director
Student Achievement and
School Accountability Programs

Section B:

**FEDERAL REGISTER NOTICE AND RELEVANT STATUTORY
PROVISIONS**

Federal Register Notice Inviting Applications For New Awards For Fiscal Year (FY) 2006
Competition
Relevant Statutory and Regulatory Provisions

**FEDERAL REGISTER NOTICE INVITING APPLICATIONS FOR NEW
AWARDS FOR FISCAL YEAR (FY) 2006 COMPETITION FOR THE
EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT
PROGRAM**

4000-01-U

DEPARTMENT OF EDUCATION

Office of Elementary and Secondary Education

Overview Information

Early Childhood Educator Professional Development (ECEPD)
Program

Notice inviting applications for new awards for fiscal year
(FY) 2006.

Catalog of Federal Domestic Assistance (CFDA) Number: 84.349A

Dates:

Applications Available: February 6, 2006.

Deadline for Transmittal of Applications: April 7, 2006.

Deadline for Intergovernmental Review: June 6, 2006.

Eligible Applicants: A partnership that has not previously
received an ECEPD grant and that consists of at least one entity
from each of the following categories:

(i) One or more institutions of higher education, or other
public or private entities (including faith-based
organizations), that provide professional development for early
childhood educators who work with children from low-income
families in high-need communities.

(ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations (including faith-based organizations).

(iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. This entity may be one of the partners described in paragraphs (i) and (ii) under Eligible Applicants.

A partnership may apply for these funds only if one of the partners currently provides professional development for early childhood educators working in programs located in high-need communities with children from low-income families.

Estimated Available Funds: \$14,330,800.

Estimated Range of Awards: \$2,400,000-\$4,800,000.

Estimated Average Size of Awards: \$3,600,000.

Estimated Number of Awards: 3-6 awards.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: The purpose of the ECEPD program is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent them from encountering difficulties once they enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

Projects funded under the ECEPD program provide high-quality, sustained, and intensive professional development for these early childhood educators in how to provide developmentally appropriate school-readiness services for preschool-age children that are based on the best available research on early childhood pedagogy and on child development and learning. For these grants, increased emphasis is being placed on the quality of program evaluations for the proposed projects.

The specific activities for which recipients may use grant funds are identified in the application package.

Priorities:

This competition includes one absolute priority, a competitive preference priority and two invitational priorities that are as follows.

Absolute Priority: For FY 2006 this priority is an absolute priority. In accordance with 34 CFR 75.105(b)(2)(iv), this priority is from section 2151(e)(5)(A) of the Elementary and Secondary Education Act of 1965, as amended (ESEA), 20 U.S.C. 6651(e)(5)(A). Under 34 CFR 75.105(c)(3) we consider only applications that meet this priority. This priority is:

High-Need Communities

The applicant partnership, if awarded a grant, shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in "high-need communities."

An eligible applicant must demonstrate in its application how it meets the statutory requirement in section 2151(e)(5)(A) of the ESEA by including relevant demographic and socioeconomic data about the "high-need community" in which each program is located, as indicated in the application package. (See section 2151(e)(3)(B)(i) of the ESEA.)

"High-need community," as defined in section 2151(e)(9)(B) of the ESEA, means-

(a) A political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or

(b) A political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of such children.

Note: The following additional terms used in or related to this absolute priority have statutory definitions that are included in the application package: "early childhood educator," "low-income family," and "professional development."

Competitive Preference Priority: For FY 2006, this priority is a competitive preference priority. This priority is from the notice of final priority for Scientifically Based Evaluation Methods, published in the Federal Register on January 25, 2005 (70 FR 3586), available at <http://www.ed.gov/legislation/FedRegister/finrule/2005-1/012505a.html>. Under 34 CFR 75.105(c)(2)(i), we award up to an additional 20 points to an application, depending on how well the application meets this priority. These points are in addition to any points the application earns under the selection criteria.

When using the priority to give competitive preference to an application, the Secretary will review applications using a two-stage process. In the first stage, the application will be reviewed without taking the priority into account. In the second stage of review, the applications rated highest in stage one will be reviewed for competitive preference. We consider awarding additional (competitive preference) points only to those

applicants with top-ranked scores on their selection criteria.

This priority is:

Scientifically Based Evaluation Methods

The Secretary establishes a priority for projects proposing an evaluation plan that is based on rigorous scientifically based research methods to assess the effectiveness of a particular intervention, as described in the following paragraphs. The Secretary intends that this priority will allow program participants and the Department to determine whether the project produces meaningful effects on student achievement or teacher performance.

Evaluation methods using an experimental design are best for determining project effectiveness. Thus, when feasible, the project must use an experimental design under which participants--e.g., students, teachers, classrooms, or schools--are randomly assigned to participate in the project activities being evaluated or to a control group that does not participate in the project activities being evaluated.

If random assignment is not feasible, the project may use a quasi-experimental design with carefully matched comparison conditions. This alternative design attempts to approximate a randomly assigned control group by matching participants--e.g., students, teachers, classrooms, or schools--with non-participants having similar pre-program characteristics.

In cases where random assignment is not possible and participation in the intervention is determined by a specified cutting point on a quantified continuum of scores, regression discontinuity designs may be employed.

For projects that are focused on special populations in which sufficient numbers of participants are not available to support random assignment or matched comparison group designs, single-subject designs such as multiple baseline or treatment-reversal or interrupted time series that are capable of demonstrating causal relationships can be employed.

Proposed evaluation strategies that use neither experimental designs with random assignment nor quasi-experimental designs using a matched comparison group nor regression discontinuity designs will not be considered responsive to the priority when sufficient numbers of participants are available to support these designs. Evaluation strategies that involve too small a number of participants to support group designs must be capable of demonstrating the causal effects of an intervention or program on those participants.

The proposed evaluation plan must describe how the project evaluator will collect--before the project intervention commences and after it ends--valid and reliable data that measure the impact of participation in the program or in the comparison group.

If the priority is used as a competitive preference priority, points awarded under this priority will be determined by the quality of the proposed evaluation method. In determining the quality of the evaluation method, we will consider the extent to which the applicant presents a feasible, credible plan that includes the following:

(1) The type of design to be used (that is, random assignment or matched comparison). If matched comparison, include in the plan a discussion of why random assignment is not feasible.

(2) Outcomes to be measured.

(3) A discussion of how the applicant plans to assign students, teachers, classrooms, or schools to the project and control group or match them for comparison with other students, teachers, classrooms, or schools.

(4) A proposed evaluator, preferably independent, with the necessary background and technical expertise to carry out the proposed evaluation. An independent evaluator does not have any authority over the project and is not involved in its implementation.

In general, depending on the implemented program or project, under a competitive preference priority, random assignment evaluation methods will receive more points than matched comparison evaluation methods.

DEFINITIONS

As used in this notice--

Scientifically based research (section 9101(37) of the ESEA as amended by NCLB, 20 U.S.C. 7801(37)):

A) Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) Includes research that--

(i) Employs systematic, empirical methods that draw on observation or experiment;

(ii) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) Is evaluated using experimental or quasi-experimental designs in which individuals entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Random assignment or experimental design means random assignment of students, teachers, classrooms, or schools to participate in a project being evaluated (treatment group) or not participate in the project (control group). The effect of the project is the difference in outcomes between the treatment and control groups.

Quasi-experimental designs include several designs that attempt to approximate a random assignment design.

Carefully matched comparison groups design means a quasi-experimental design in which project participants are matched with non-participants based on key characteristics that are thought to be related to the outcome.

Regression discontinuity design means a quasi-experimental design that closely approximates an experimental design. In a regression discontinuity design, participants are assigned to a treatment or control group based on a numerical rating or score of a variable unrelated to the treatment such as the rating of an application for funding. Eligible students, teachers,

classrooms, or schools above a certain score ("cut score") are assigned to the treatment group and those below the score are assigned to the control group. In the case of the scores of applicants' proposals for funding, the "cut score" is established at the point where the program funds available are exhausted.

Single subject design means a design that relies on the comparison of treatment effects on a single subject or group of single subjects. There is little confidence that findings based on this design would be the same for other members of the population.

Treatment reversal design means a single subject design in which a pre-treatment or baseline outcome measurement is compared with a post-treatment measure. Treatment would then be stopped for a period of time, a second baseline measure of the outcome would be taken, followed by a second application of the treatment or a different treatment. For example, this design might be used to evaluate a behavior modification program for disabled students with behavior disorders.

Multiple baseline design means a single subject design to address concerns about the effects of normal development, timing of the treatment, and amount of the treatment with treatment-reversal designs by using a varying time schedule for introduction of the treatment and/or treatments of different lengths or intensity.

Interrupted time series design means a quasi-experimental design in which the outcome of interest is measured multiple times before and after the treatment for program participants only.

Invitational Priorities: For FY 2006 these priorities are invitational priorities. Under 34 CFR 75.105(c)(1) we do not give an application that meets these invitational priorities a competitive or absolute preference over other applications.

These priorities are:

Invitational Priority 1--English Language Acquisition Plan

For applicants serving children with limited English proficiency, the Secretary is especially interested in applications that include a specific plan for the development of English language acquisition for these children from the start of their preschool experience. The ECEPD program is designed to prepare children to enter kindergarten with the necessary cognitive, early language, and literacy skills for success in school. School success often is dependent on each child entering kindergarten being as proficient as possible in English so that the child is ready to benefit from formal reading instruction in English when the child starts school.

The English language acquisition plan should, at a minimum:

(1) include a description of the approach for the development of language, based on the linguistic factors or skills that serve as the foundation for a strong language base, which is a necessary

precursor for success in the development of pre-literacy and literacy skills for children with limited English proficiency; (2) explain the acquisition strategies, based on best available valid and reliable research, that the applicant will use to address English language acquisition in a multi-lingual classroom; (3) describe how the project will facilitate the children's transition to English proficiency by means such as the use of environmental print in appropriate multiple languages, and hiring bilingual teachers, paraprofessionals, or translators to work in the preschool classroom; (4) include intensive professional development for instructors and paraprofessionals on the development of English language proficiency; and (5) include a timeline that describes benchmarks for the introduction of the development of English language proficiency and the use of measurement tools.

Ideally, at least one instructional staff member in each ECEPD classroom should be dual-language proficient both in a child's first language and in English to facilitate the child's understanding of instruction and transition to English proficiency. At a minimum, each classroom should include a teacher who is proficient in English.

Invitational Priority 2--Classroom Curricula and Teacher Professional Development

The Secretary is especially interested in applications that focus the professional development that will be provided for

early childhood educators on the specific curricula promoting young children's school readiness in the areas of language and cognitive development and early reading and numeracy skills that are being used in those educators' early childhood programs, and on the research base supporting that curricula. In addition to being based on scientifically based research, the curricula should have standardized training procedures and published curriculum materials to support implementation by the early childhood educators. The chosen curricula should include a scope and sequence of skills and content with concrete instructional goals that are designed to promote early language, reading, and numeracy skills.

The need for rigorous preschool curricula is driven by the national focus on high-quality preschool experiences that prepare children for formal reading instruction in the elementary grades. The professional development in the ECEPD program provides opportunities for the program participants to achieve greater understanding of the implementation of scientifically based curricula that focus on early language, reading, and numeracy skills of young children. Grantees should focus on assisting the early childhood educators to implement fully the selected curricula and measuring learning outcomes for the children taught by those educators.

Program Authority: 20 U.S.C. 6651(e).

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, as applicable. (b) The notice of final priority for Scientifically Based Evaluation Methods, published in the Federal Register on January 25, 2005 (70 FR 3586).

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes. Note: The regulations in 34 CFR part 86 apply to institutions of higher education only.

II. Award Information

Type of Award: Discretionary grant.

Estimated Available Funds: \$14,330,800.

Estimated Range of Awards: \$2,400,000-\$4,800,000.

Estimated Average Size of Awards: \$3,600,000.

Estimated Number of Awards: 3-6 awards.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 36 months.

III. Eligibility Information

1. Eligible Applicants: A partnership that has not previously received an ECEPD grant and that consists of at least one entity from each of the following categories:

(i) One or more institutions of higher education, or other public or private entities (including faith-based organizations), that provide professional development for early childhood educators who work with children from low-income families in high-need communities.

(ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations (including faith-based organizations).

(iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. This entity may be one of the partners described in paragraphs (i) and (ii) under Eligible Applicants.

A partnership may apply for these funds only if one of the partners currently provides professional development for early childhood educators working in programs located in high-need communities with children from low-income families.

2. Cost Sharing or Matching: Each partnership that receives a grant under this program must provide (1) at least 50 percent of the total cost of the project for the entire grant period; and (2) at least 20 percent of the project cost for each

year. The project may provide these funds from any source, other than this program, including other Federal sources. The partnership may satisfy these cost-sharing requirements by providing contributions in cash or in-kind, fairly evaluated, including plant, equipment, and services. Only allowable costs may be counted as part of the grantee's share. For example, any indirect costs over and above the allowable amount may not be counted toward a grantee's share. For additional information about indirect costs, see section IV. 5. Funding Restrictions of this notice.

IV. Application and Submission Information

1. Address to Request Application Package: You may obtain an application package via the Internet or from the Education Publications Center (ED Pubs). To obtain an application via the Internet, use the following web address:

www.ed.gov/programs/eceducator/index.html.

To obtain a copy from ED Pubs, write or call the following: Education Publications Center, P.O. Box 1398, Jessup, MD 20794-1398. Telephone (toll free): 1-877-433-7827. FAX: (301) 470-1244. If you use a telecommunications device for the deaf (TDD), you may call (toll free): 1-877-576-7734.

You may also contact ED Pubs at its Web site: www.ed.gov/pubs/edpubs.html or you may contact ED Pubs at its e-mail address: edpubs@inet.ed.gov

If you request an application from ED Pubs, be sure to identify this competition as follows: CFDA number 84.349A.

Individuals with disabilities may obtain a copy of the application package in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in section VII of this notice.

2. Content and Form of Application Submission: Requirements concerning the content of the application, together with the forms you must submit, are in the application package for this competition.

Page Limits: The application narrative for this program (Part III of the application) is where you, the applicant, address the selection criteria that reviewers use to evaluate your application. You must limit Part III of the application to the equivalent of no more than 30 typed pages. Part IV of the application is where you, the applicant, provide a budget narrative that reviewers use to evaluate your application. You must limit the budget narrative in Part IV of the application to the equivalent of no more than 5 typed pages. Part V of the application is where you, the applicant, include the Appendices described later in this section, including any response to the Competitive Preference Priority-Scientifically Based Evaluation Methods. You must limit any response to the Competitive Preference Priority to no more than 3 typed pages.

For all page limits, use the following standards:

- A "page" is 8.5" x 11", on one side only, with 1" margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application and budget narratives, including titles, headings, footnotes, quotations, references, and captions. Text in tables, charts, or graphs, and the limited Appendices, may be single spaced.
- Use a font that is either 12-point or larger or no smaller than 10 pitch (characters per inch). You may use other point fonts for any tables, charts, graphs, and the limited Appendices, but those tables, charts, graphs and limited Appendices should be in a font size that is easily readable by the reviewers of your application.
- Any tables, charts, or graphs are included in the overall narrative page limit. The limited Appendices, including the partnership agreement required as a group agreement under 34 CFR 75.128, and any Competitive Preference Priority response, are not part of the overall narrative page limits.
- Appendices are limited to the following:
Absolute Priority Form (required); partnership agreement (required); any response to the Competitive Preference Priority; and any position descriptions (and resumes or curriculum vitae

if available) of key personnel (including key contract personnel and consultants).

Other application materials are limited to the specific materials indicated in the application package, and may not include any video or other non-print materials.

Our reviewers will not read any pages of your application that--

- Exceed the page limits if you apply these standards; or
- Exceed the equivalent of the page limits if you apply other standards.

3. Submission Dates and Times.

Applications Available: February 6, 2006.

Deadline for Transmittal of Applications: April 7, 2006.

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov).

For information (including dates and times) about how to submit your application electronically or by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV. 6. Other Submission Requirements in this notice.

We do not consider an application that does not comply with the deadline requirements.

Deadline for Intergovernmental Review: June 6, 2006.

4. Intergovernmental Review: This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this competition.

5. Funding Restrictions:

(a) Indirect Costs. For purposes of indirect cost charges, the Secretary considers all ECEPD program grants to be "educational training grants" within the meaning of section 75.562(a) of EDGAR. Consistent with 34 CFR 75.562, the indirect cost rate for any fiscal agent other than a State agency or agency of local government (such as a local educational agency or a federally recognized Indian tribal government) is limited to a maximum of eight percent or the amount permitted by the fiscal agent's negotiated indirect cost rate agreement, whichever is less. This indirect cost limit applies to cost-type contracts only if those contracts are for educational training as defined in 34 CFR 75.562. Further information about indirect cost rates is in the application package for this competition.

(b) Pre-award Costs. For FY 2006 the Secretary approves, under sections 75.263 and 74.25(e)(1) of EDGAR, pre-award costs incurred by recipients of ECEPD grants more than 90 calendar days before the grant award. Specifically, the Secretary approves necessary and reasonable pre-award costs incurred by

grant recipients for up to 90 days before the application deadline date. These pre-award costs must be related to the needs assessment that applicants conduct under section 2151(e)(3)(B)(iii) of the ESEA before submitting their applications to determine the most critical professional development needs of the early childhood educators to be served by the project and in the broader community.

Applicants incur any pre-award costs at their own risk. The Secretary is under no obligation to reimburse these costs if for any reason the applicant does not receive an award or if the award is less than anticipated and inadequate to cover these costs.

We reference additional regulations outlining funding restrictions in the Applicable Regulations section of this notice.

6. Other Submission Requirements.

Applications for grants under this competition must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. Electronic Submission of Applications.

Applications for grants under the ECEPD program-CFDA 84.349A must be submitted electronically using the Grants.gov Apply site at: <http://www.grants.gov>. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your

application. You may not e-mail an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under Exception to Electronic Submission Requirement.

You may access the electronic grant application for the ECEPD program at: <http://www.grants.gov>. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search.

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.
- Applications received by Grants.gov are time and date stamped. Your application must be fully uploaded and submitted, and must be date/time stamped by the Grants.gov system no later than 4:30 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not

consider your application if it is date/time stamped by the Grants.gov system later than 4:30 p.m., Washington, DC time, on the application deadline date. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date/time stamped by the Grants.gov system after 4:30 p.m., Washington, DC time, on the application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this competition to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at

<http://www.grants.gov/assets/GrantsgovCoBrandBrochure8X11.pdf>.

- To submit your application via Grants.gov, you must complete all of the steps in the Grants.gov registration process (see <http://www.Grants.gov/GetStarted>). These steps include (1) registering your organization, (2) registering yourself as an Authorized Organization Representative (AOR), and (3) getting

authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step Registration Guide (see

<http://www.grants.gov/assets/GrantsgovCoBrandBrochure8X11.pdf>.

You also must provide on your application the same

D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to successfully submit an application via Grants.gov.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information typically included on the Application for Federal Education Assistance (ED 424), Budget Information--Non-Construction Programs (ED 524), the Absolute Priority Form and all necessary assurances and certifications and required and optional Appendices. You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified above or submit a password protected file, we will not review that material.

- Your electronic application must comply with any page limit requirements described in this notice.

- After you electronically submit your application, you will receive an automatic acknowledgment from Grants.gov that contains a Grants.gov tracking number. The Department will retrieve your application from Grants.gov and send you a second confirmation by e-mail that will include a PR/Award number (an ED-specified identifying number unique to your application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues with the Grants.gov System:

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically, or by hand delivery. You also may mail your application by following the mailing instructions as described elsewhere in this notice. If you submit an application after 4:30 p.m., Washington, DC time, on the deadline date, please contact the person listed elsewhere in this notice under For Further Information Contact, and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number (if available). We will

accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: Extensions referred to in this section apply only to the unavailability of or technical problems with the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement:

You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because--

- You do not have access to the Internet; or
- You do not have the capacity to upload large documents to the Grants.gov system;

and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax

a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application. If you mail your written statement to the Department, it must be postmarked no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date. Address and mail or fax your statement to: Rosemary V. Fennell, U.S. Department of Education, 400 Maryland Avenue, SW., room 3C122, FB-6, Washington, DC 20202-6132. FAX: (202) 260-7764.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier), your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the applicable following address:

By mail through the U.S. Postal Service:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.349A
400 Maryland Avenue, SW.
Washington, DC 20202-4260

or

By mail through a commercial carrier:

U.S. Department of Education
Application Control Center - Stop 4260
Attention: CFDA Number 84.349A
7100 Old Landover Road
Landover, MD 20785-1506

Regardless of which address you use, you must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark,
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service,
- (3) A dated shipping label, invoice, or receipt from a commercial carrier, or
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark, or
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education
Application Control Center
Attention: CFDA Number 84.349A
550 12th Street, SW.
Room 7041, Potomac Center Plaza
Washington, DC 20202-4260

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30 p.m., Washington, DC time, except Saturdays, Sundays and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department:

(1) You must indicate on the envelope and – if not provided by the Department – in Item 4 of the Application for Federal Education Assistance (ED 424) the CFDA number – and suffix letter, if any – of the competition under which you are submitting your application.

(2) The Application Control Center will mail a grant

application receipt acknowledgment to you. If you do not receive the grant application receipt acknowledgment within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this competition are from section 75.210 of EDGAR. The maximum score for all the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider in determining how well an application meets the criterion. The selection criteria are as follows:

(a) Need for project (10 points).

(1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factor:

(i) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(b) Significance (10 points). The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(c) Quality of the project design (20 points). The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

(ii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(d) Quality of project services (10 points). The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

(ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(e) Quality of project personnel (10 points). The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel.

(ii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(f) Quality of the management plan (10 points). The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the project evaluation (25 points). The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment or progress toward achieving intended outcomes.

(h) Adequacy of Resources (5 points). The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(ii) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

2. Review and Selection Process: An additional factor we consider in selecting an application for an award is geographical distribution (section 2151(e)(4)(B) of the ESEA).

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notice (GAN). We may also notify you informally.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the Applicable Regulations section of this notice.

We reference the regulations outlining the terms and conditions of an award in the Applicable Regulations section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as specified by the Secretary in 34 CFR 75.118. For specific requirements on grantee reporting, please go to:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

4. Performance Measures:

For FY 2006, grants under the ECEPD program will be governed by the achievement indicators that the Secretary published in the Federal Register on March 31, 2003 (68 FR 15646-15648). These achievement indicators are included in the application package.

In addition, in response to the Government Performance and Results Act of 1993 (GPRA), the Department has established performance measures for assessing the effectiveness of the ECEPD program, which are coordinated with the achievement indicators and are included in the application package. The coordination of these achievement indicators and performance measures is designed to improve program management, and to help Congress, the Department, the Office of Management and Budget, and others review a program's progress toward its goals. For FY 2006 ECEPD grants, the Secretary expects all grantees to

document, in the required annual performance report their success in addressing the GPRA performance measures through the following assessment tools: the Early Language and Literacy Classroom Observation (ELLCO); the Peabody Picture Vocabulary Test-III (Receptive); and the PALS Pre-K Alphabet Knowledge-Upper Case subtask. The applicant's evaluation design provided in response to the selection criterion for Quality of project evaluation in section V.1. of this notice should include the use of these assessment tools, at a minimum.

VII. Agency Contact

For Further Information Contact: Rosemary Fennell, U.S.

Department of Education, 400 Maryland Avenue SW., room 3C-122, Washington, DC 20202-6132. Telephone: (202) 260-0792, or by e-mail: eceprofdev@ed.gov

If you use a telecommunications device for the deaf (TDD), you may call the Federal Relay Service (FRS) at 1-800-877-8339.

Individuals with disabilities may obtain this document in an alternative format (e.g., Braille, large print, audiotape, or computer diskette) on request to the program contact person listed in this section.

VIII. Other Information

Electronic Access to This Document: You may view this document, as well as all other documents of this Department published in the Federal Register, in text or Adobe Portable Document Format

(PDF) on the Internet at the following site:

www.ed.gov/news/fedregister.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the Federal Register. Free Internet access to the official edition of the Federal Register and the Code of Federal Regulations is available on GPO Access at:

www.gpoaccess.gov/nara/index.html.

Dated: _____

Henry L. Johnson,
Assistant Secretary
for Elementary and Secondary
Education.

RELEVANT STATUTORY AND REGULATORY PROVISIONS

AUTHORIZING STATUTE

Section 2151(e) of the Elementary and Secondary Education Act (ESEA), 20 U.S.C. 6651(e), as added by the No Child Left Behind Act, Public Law 107-110

(e) EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT-

(1) **PURPOSE-** The purpose of this subsection is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent young children from encountering difficulties once the children enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty.

(2) PROGRAM AUTHORIZED-

(A) **GRANTS TO PARTNERSHIPS-** The Secretary is authorized to carry out the purpose of this subsection by awarding grants, on a competitive basis, to partnerships consisting of —

(i)(I) one or more institutions of higher education that provide professional development for early childhood educators who work with children from low-income families in high-need communities; or

(II) another public or private entity that provides such professional development;

(ii) one or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858 et seq.), Head Start agencies, or private organizations; and

(iii) to the extent feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse.

(B) DURATION AND NUMBER OF GRANTS-

(i) **DURATION-** The Secretary shall award grants under this subsection for periods of not more than 4 years.

(ii) **NUMBER-** No partnership may receive more than one grant under this subsection.

(3) APPLICATIONS-

(A) APPLICATIONS REQUIRED- Any partnership that desires to receive a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(B) CONTENTS- Each such application shall include —

(i) a description of the high-need community to be served by the project proposed to be carried out through the grant, including such demographic and socioeconomic information as the Secretary may request;

(ii) information on the quality of the early childhood educator professional development program currently conducted (as of the date of the submission of the application) by the institution of higher education or another provider in the partnership;

(iii) the results of a needs assessment that the entities in the partnership have undertaken to determine the most critical professional development needs of the early childhood educators to be served by the partnership and in the broader community, and a description of how the proposed project will address those needs;

(iv) a description of how the proposed project will be carried out, including a description of —

(I) how individuals will be selected to participate;

(II) the types of professional development activities, based on scientifically based research that will be carried out;

(III) how research on effective professional development and on adult learning will be used to design and deliver project activities;

(IV) how the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need community;

(V) how the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and child development and learning domains;

(VI) how the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs; and

(VII) how the project will train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

(v) a description of —

(I) the specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure progress toward attainment of those objectives; and

(II) how the objectives and the measurement methods align with the achievement indicators established by the Secretary under paragraph (6)(A);

- (vi) a description of the partnership's plan for continuing the activities carried out under the project after Federal funding ceases;
- (vii) an assurance that, where applicable, the project will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff; and
- (viii) an assurance that, in developing the application and in carrying out the project, the partnership has consulted with, and will consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership.

(4) SELECTION OF GRANT RECIPIENTS-

(A) CRITERIA- The Secretary shall select partnerships to receive grants under this subsection on the basis of the degree to which the communities proposed to be served require assistance and the quality of the applications submitted under paragraph (3).

(B) GEOGRAPHIC DISTRIBUTION- In selecting partnerships to receive grants under this subsection, the Secretary shall seek to ensure that communities in different regions of the Nation, as well as both urban and rural communities, are served.

(5) USES OF FUNDS-

(A) IN GENERAL- Each partnership receiving a grant under this subsection shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in high-need communities and serve concentrations of children from low-income families.

(B) ALLOWABLE ACTIVITIES- Such activities may include--

- (i) professional development for early childhood educators, particularly to familiarize those educators with the application of recent research on child, language, and literacy development and on early childhood pedagogy;

- (ii) professional development for early childhood educators in working with parents, so that the educators and parents can work together to provide and support developmentally appropriate school-readiness services that are based on scientifically based research on early childhood pedagogy and child development and learning domains;

- (iii) professional development for early childhood educators to work with children who have limited English proficiency, children with disabilities, and children with other special needs;

- (iv) professional development to train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

- (v) activities that assist and support early childhood educators during their first 3 years in the field;

- (vi) development and implementation of early childhood educator professional development programs that make use of distance learning and other technologies;

- (vii) professional development activities related to the selection and use of screening and diagnostic assessments to improve teaching and learning; and

(viii) data collection, evaluation, and reporting needed to meet the requirements of paragraph (6) relating to accountability.

(6) ACCOUNTABILITY-

(A) **ACHIEVEMENT INDICATORS-** On the date on which the Secretary first issues a notice soliciting applications for grants under this subsection, the Secretary shall announce achievement indicators for this subsection, which shall be designed--

(i) to measure the quality and accessibility of the professional development provided;

(ii) to measure the impact of that professional development on the early childhood education provided by the individuals who receive the professional development; and

(iii) to provide such other measures of program impact as the Secretary determines to be appropriate.

(B) ANNUAL REPORTS; TERMINATION-

(i) **ANNUAL REPORTS-** Each partnership receiving a grant under this subsection shall report annually to the Secretary on the partnership's progress toward attaining the achievement indicators.

(ii) **TERMINATION-** The Secretary may terminate a grant under this subsection at any time if the Secretary determines that the partnership receiving the grant is not making satisfactory progress toward attaining the achievement indicators.

(7) COST-SHARING-

(A) **IN GENERAL-** Each partnership carrying out a project through a grant awarded under this subsection shall provide, from sources other than the program carried out under this subsection, which may include Federal sources--

(i) at least 50 percent of the total cost of the project for the grant period; and

(ii) at least 20 percent of the project cost for each year.

(B) **ACCEPTABLE CONTRIBUTIONS-** A partnership may meet the requirements of subparagraph (A) by providing contributions in cash or in kind, fairly evaluated, including plant, equipment, and services.

(C) **WAIVERS-** The Secretary may waive or modify the requirements of subparagraph (A) for partnerships in cases of demonstrated financial hardship.

(8) FEDERAL COORDINATION- The Secretary and the Secretary of Health and Human Services shall coordinate activities carried out through programs under this subsection with activities carried out through other early childhood programs administered by the Secretary or the Secretary of Health and Human Services.

(9) DEFINITIONS- In this subsection:

(A) **EARLY CHILDHOOD EDUCATOR-** The term 'early childhood educator' means a person providing, or employed by a provider of, nonresidential child care services (including center-based, family-based, and in-home child care services) that is

legally operating under State law, and that complies with applicable State and local requirements for the provision of child care services to children at any age from birth through the age at which a child may start kindergarten in that State.

(B) HIGH-NEED COMMUNITY-

(i) IN GENERAL- The term 'high-need community' means--

(I) a political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or

(II) a political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of such children.

(ii) DETERMINATION- In determining which communities are described in clause (i), the Secretary shall use such data as the Secretary determines are most accurate and appropriate.

(C) LOW-INCOME FAMILY- The term 'low-income family' means a family with an income below the poverty line for the most recent fiscal year for which satisfactory data are available.

OTHER RELEVANT STATUTORY and REGULATORY DEFINITIONS

The following statutory and regulatory definitions also are applicable to this notice and grant competition:

- **CHILD WITH A DISABILITY —**

(A) IN GENERAL- The term 'child with a disability' means a child--

(i) with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance (referred to in this title as 'emotional disturbance'), orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) who, by reason thereof, needs special education and related services.

(B) CHILD AGED 3 THROUGH 9- The term 'child with a disability' for a child aged 3 through 9 (or any subset of that age range, including ages 3 through 5), may, at the discretion of the State and the local educational agency, include a child--

(i) experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in 1 or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and

(ii) who, by reason thereof, needs special education and related services.

(Section 602(3), Individuals with Disabilities Education Act, as amended by Public Law 108-446 (amended definition effective July 1, 2006).)

- **INFANTS OR TODDLER WITH A DISABILITY –**

The term 'infant or toddler with a disability'—

(A) means an individual under 3 years of age who needs early intervention services because the individual--

(i) is experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures in 1 or more of the areas of cognitive development, physical development, communication development, social or emotional development, and adaptive development; or

(ii) has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay; and

(B) may also include, at a State's discretion--

(i) at-risk infants and toddlers; and

(ii) children with disabilities who are eligible for services under section 619 and who previously received services under this part until such children enter, or are eligible under State law to enter, kindergarten or elementary school, as appropriate, provided that any programs under this part serving such children shall include--

(I) an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills; and

(II) a written notification to parents of their rights and responsibilities in determining whether their child will continue to receive services under this part or participate in preschool programs under section 619.

(Section 632(5), Individuals with Disabilities Education Act, as amended by Public Law 108-446 (amended definition effective July 1, 2006).)

- **LIMITED ENGLISH PROFICIENT.--**The term 'limited English proficient', when used with respect to an individual, means an individual--

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C)(i) who was not born in the United States or whose native language is a language other than English;

(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and

(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or

(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual--

- (i) the ability to meet the State's proficient level of achievement on state assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.
- (Section 9101(25) of the ESEA; 20 U.S.C. 7801(25))

- **POVERTY LINE—**

The term “poverty line” means the poverty line (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act) applicable to a family of the size involved. (Section 9101(33) of the ESEA, 20 U.S.C. 7801(5).)

- **PROFESSIONAL DEVELOPMENT-**

The term “professional development” —

(A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and districtwide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
- (II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
 - (I) based on scientifically based research; and
 - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
 - (I) State academic content standards, student academic achievement standards, and assessments; and
 - (II) the curricula and programs tied to the standards described in subclause (I);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under the ESEA;

(x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;

(xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;

(xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;

(xiii) provide instruction in methods of teaching children with special needs;

(xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and

(xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

(i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;

(ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of title I of the ESEA) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

(iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom. (Section 9101(34) of the ESEA, 20 U.S.C. 7801(5).)

The term “scientifically based research”—

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that—

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication, or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. (Section 9101(37) of the ESEA, 20 U.S.C. 7801(5).)

Section C:

APPLICATION INFORMATION AND PROCEDURES

Application Background
Achievement Indicators
Application Deadline
Application Instructions And Procedures
Absolute Priority
Competitive Preference Priority
Invitational Priorities
Selection Criteria

APPLICATION BACKGROUND

Program Purpose

The purpose of the Early Childhood Educator Professional Development (ECEPD) program, authorized by section 2151(e) of the ESEA as added by the No Child Left Behind Act, Public Law 107-110, is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent them from encountering difficulties once they enter school, by improving the knowledge and skills of educators who are working in early childhood programs that are **located** in high-need communities and serve concentrations of children from low-income families. For these grants, increased emphasis is being placed on the quality of program evaluations for the proposed projects.

Projects funded under the ECEPD program provide a small but significant base of high-quality, intensive, replicable, professional development programs for early childhood educators. These programs are based upon the best available research on effective adult professional development approaches, and on early childhood pedagogy and child development and learning domains, including early language and literacy development. For this FY 2006 competition, applicants can propose a **project period of up to three (3) years**.

Funded projects will be expected to use rigorous methodologies to measure progress toward attaining project objectives. Grantees must meet statutory accountability requirements, which require them to align their objectives and measurement methods with the final ECEPD achievement indicators established by the Secretary, and to report annually to the Secretary on their progress toward attaining those achievement indicators. In addition, grantees report on Government Performance and Results Act (GPRA) indicators, which are based on the achievement indicators, and are expected to use (at a minimum) the measures identified for the GPRA indicators. The ECEPD GPRA indicators are available online at <http://www.ed.gov/about/reports/annual/2006plan/edlite-g2eseaearlychild.html>. Grantees are required to report annually on their project objectives, achievement indicators, and GPRA indicators on the ED 524B. The ED 524B Form and instructions is available online at <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

The project period will begin after grant awards are made, which is expected to be in summer, 2006. The expected start date for projects selected to receive a grant award is September 1, 2006, but will be no later than October 1, 2006.

Relevant Definitions

See “Relevant Statutory and Regulatory Provisions” in section B of this application package. Terms used in and applicable to the competitive preference priority (Scientifically Based Evaluation Methods) are set forth in the notice of final priority, 70 FR 3586 (January 25, 2005), available at <http://www.ed.gov/legislation/FedRegister/finrule/2005-1/012505a.html>.

Applicable Regulations

The following provisions of the Education Department General Administrative Regulations (EDGAR) contained in Title 34 of the Code of Federal Regulations (CFR) apply to these Early Childhood Educator Professional Development Program grants: 34 CFR Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, as applicable. These regulations are available on the Department's website at: <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>. *NOTE:* Part 74 applies primarily to Institutions of Higher Education (IHEs) and non-profit organizations, and Part 80 (covering similar subjects) applies to State and local governments and Indian tribes and tribal organizations. State and locally funded IHEs are governed by Part 74.

Applicant Eligibility

Eligible applicants for Early Childhood Educator Professional Development grants are partnerships, which have not previously received an ECEPD grant, of one or more entities from each of the following categories, as indicated below:

- (i) One or more institutions of higher education, or public or private entities (including faith-based organizations), that provide professional development for early childhood educators who work with children from low-income families in high-need communities**; and
- (ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations (including faith-based organizations); and
- (iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. This entity may be one of the partners described above, if appropriate.

**The term “high-need community” has a specific statutory definition that is included in Section B of this application package. To verify eligibility under this criterion, applicants must complete and submit with their application the Absolute Priority Form included in Section E of this application package.

Achievement Indicators

Applicants must align their program objectives and measurement methods with these achievement indicators, and, if awarded funding, report annually to the Secretary on their progress toward attaining them.

In accordance with the timeline included in the approved application:

Indicator 1: Projects will offer an increasing number of hours of high-quality professional development to early childhood educators. High-quality professional development is ongoing, intensive, classroom-focused, and based on scientific research on early childhood

cognitive and social development, including the age-appropriate development of oral language, phonological awareness, print awareness, alphabet knowledge, and numeracy skills, and on effective pedagogy for young children. High-quality professional development also includes instruction in the effective administration of age-appropriate assessments of young children and the use of assessment results.

Indicator 2: Early childhood educators who work in early childhood programs serving low-income children will participate in greater numbers, and in increasing numbers of hours, in high-quality professional development.

Indicator 3: Early childhood educators will demonstrate increased knowledge and understanding of effective strategies to support school readiness based on scientific research on cognitive and social development in early childhood and effective pedagogy for young children, and in the effective administration of age-appropriate assessments of young children and the use of assessment results.

Indicator 4: Early childhood educators will more frequently apply research-based approaches in early childhood pedagogy and child development and learning domains, including using a content-rich curriculum and activities that promote the age-appropriate development of oral language, age-appropriate social and emotional behavior, phonological awareness, print awareness, alphabet knowledge, and numeracy skills. (At a minimum, grantees are expected for GPRA reporting purposes to measure this indicator by improvement in the average score on the Early Language and Literacy Classroom Observation (ELLCO). Grantees may use additional methods of measuring progress for this measure as well.) Early childhood educators also will more frequently participate in the effective administration of age-appropriate assessments of young children and the use of assessment results.

Indicator 5: Children will demonstrate improved readiness for school, especially in the areas of appropriate social and emotional behavior and early language, literacy, and numeracy skills. (At a minimum, to measure language skills, grantees are expected for GPRA reporting purposes to use the Peabody Picture Vocabulary Test, Receptive (PPVT-III); and to measure literacy skills using the PALS Pre-K, Upper Case Alphabet Knowledge subtask. Grantees may use additional measures for measuring progress on this indicator as well.)

Demonstrating the effectiveness of professional development requires changes in the behavior of educators that can be related directly to improvements in achievement of children.

Consequently, these five indicators are integrally related to each other and to outcomes both for educators and children. For example, increasing the number of hours of professional development for early childhood educators should be related to increased *knowledge* of sound instructional practices, not just hours of course work (Indicators 1 and 3). The intervention should also attempt to get greater participation in professional development (Indicator 2). This *new* knowledge should be implemented in a way that is faithful to the professional development (Indicator 4) and should result in improved outcomes for children (Indicator 5). Appropriate evaluations need to address the indicators and the relationships among them. The Secretary may terminate a grant at any time if the Secretary determines that the applicant partnership is not making satisfactory progress toward attaining those achievement indicators.

Allowable Program Activities

Each partnership receiving a grant must use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early

childhood programs that are located in high-need communities and serve concentrations of children from low-income families.

The statute provides that grantees may use grant funds for activities such as the following—

(i) professional development for early childhood educators, particularly to familiarize those educators with the application of recent research on child, language, and literacy development and on early childhood pedagogy;

(ii) professional development for early childhood educators in working with parents, so that the educators and parents can work together to provide and support developmentally appropriate school-readiness services that are based on scientifically based research on early childhood pedagogy and child development and learning domains;

(iii) professional development for early childhood educators to work with children who have limited English proficiency, children with disabilities, and children with other special needs;

(iv) professional development to train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse;

(v) activities that assist and support early childhood educators during their first 3 years in the field;

(vi) development and implementation of early childhood educator professional development programs that make use of distance learning and other technologies;

(vii) professional development activities related to the selection and use of screening and diagnostic assessments to improve teaching and learning; and

(viii) data collection, evaluation, and reporting needed to meet the accountability requirements in the statute and described above under “Achievement Indicators.”

APPLICATION DEADLINE

Applications submitted electronically through Grants.gov must be fully uploaded and validated, and must be date/time stamped by the Grants.gov system no later than 4:30 p.m., Washington, DC time, April 7, 2006. The Department will strictly observe this date and time. We do not consider an application that does not comply with the deadline requirements. For further details, see Section D, “Transmittal Instructions and Checklist,” later in this application package.

APPLICATION INSTRUCTIONS AND PROCEDURES

All applicants must complete all of the forms associated with this competition. All forms are found in the application package downloaded from Grants.gov. Please verify that all required materials are included in your application before submission by using the Application Checklist in Section D of this application package. Please be sure to complete and submit the Absolute Priority Form (required) in Section E of this application package to verify eligibility under the ***Absolute Priority*** of your early childhood programs’ locations. Instructions for completing that form (required), and for responding to the Competitive Preference Priority (optional) are found later in this Section of this application package.

Applicants must submit these materials using the electronic application process explained more specifically in Section D of this application package. Please complete and submit the Absolute Priority Form (required), the Appendices (including any Competitive Preference Priority response which is optional), and the other required forms such as certifications and assurances, as indicated in Section E of this application package.

Peer reviewers will use the selection criteria set forth below in this Section to evaluate applications from eligible partnerships that meet the Absolute Priority and that have not previously received an ECEPD grant. In accordance with the statute, the Secretary will select partnerships for grant awards on the basis of the degree to which the participants to be served require assistance, and on the quality of the applications. In addition, the Secretary will seek to ensure that communities in different regions of the nation, as well as both urban and rural communities, are served by these grants. The Department will make award determinations based on the procedures in section 75.217 of EDGAR (34 CFR 75.217), including taking into consideration the rank ordering of the applications following peer review and other relevant information, including evaluation under the competitive preference priority.

Application Order

Every application must contain the information specified below organized into the following parts:

PART I: APPLICATION FOR FEDERAL EDUCATION ASSISTANCE (STANDARD FORM 424 IN SECTION E OF THIS APPLICATION PACKAGE) AND PRELIMINARY DOCUMENTS

Page Limit: ED 424 Standard Form; title page; table of contents

ED 424 Form is the standard application cover page on which applicants provide basic identifying information. Please carefully review these instructions and complete all relevant portions of the forms.

Specific instructions for completion of the ED 424 Form and the Department of Education Supplemental Information for the ED 424 Form in Grants.gov are located later in Section D of this application package. For applicants qualifying for an exception to submission in Grants.gov, follow the specific instructions for completion of the ED 424 Form in Section D of this application package.

If you are applying as a partner on more than one application for this competition, you must submit a separate application for each project.

The title and table of contents should *follow* ED 424 Form, in that specific order.

PART II: PROJECT ABSTRACT

Page limit: One-page, double-spaced and typed; applicant's name at the top of the page.
Electronic submissions of applications must follow the instructions for attaching the project abstract in Grants.gov provided in Section D of this application package.

The abstract should include the following information:

- ❑ Entities comprising the applicant partnership;
- ❑ Background of the proposed project;
- ❑ The project's goals and purposes;
- ❑ Number of participant early childhood educators to be served;
- ❑ Number of participant children to be served;
- ❑ Federal funding request and the proposed cost-share amount; and
- ❑ Any special features about how the program would operate.

PART III: PROGRAM NARRATIVE

Page limit: 30 double-spaced, single-sided typed pages (see additional information in the application notice in Section B of this package); applicant's name at the top of each page.
Electronic submission of applications electronically must follow the instructions for attaching the project narrative, including the table of content, found in Grants.gov in Section D of this application package.

This part of your application requires a narrative that explains the proposed project, and how it meets and addresses the selection criteria used by peer reviewers to evaluate the proposal. A panel of reviewers will rate each application on how well the application responds to the selection criteria listed below in this section. Applications may receive a maximum of 100 total points on the selection criteria.

In the program narrative, follow the order of the selection criteria listed on page C - 22, or cross-reference the selection criteria so that reviewers can easily find where the proposal addresses each criterion. Describe in detail the specific activities planned for each year of the project. Additionally, make sure the narrative responds to the Notice to All Applicants (Section 427 of GEPA), located in Section E of this application package.

Required Program Narrative Content

- ❑ Applicants should generally describe the high-need communities in which the early childhood programs are located for which the proposed project will provide services to the early childhood educators. These are the communities that the applicant will list on the Absolute Priority Form found in Section E of the application package.
- ❑ **Group Application Requirements:** In the application narrative, applicants should clearly identify the members of the applicant partnership, and explain how each member qualifies under at least one of the eligibility criteria above. A Partnership Agreement must be included in the Appendices (see "Part V, Appendices" below). The Secretary considers the applicant partnership to be a "group application," which is governed by the requirements and procedures in sections 75.127 – 75.129 of EDGAR (34 CFR 75.127 – 75.129). These provisions require the members of a group applying for grant funds (the partnership, in this case) either to designate one member of the group to apply for the grant, or establish a separate, eligible legal entity to apply for the grant.

- ❑ Information on the quality of the professional development program currently conducted by the institution of higher education or another provider in the applicant partnership;
- ❑ The results of a needs assessment that the entities in the partnership have undertaken to determine the most critical professional development needs of the early childhood educators who the partnership will serve and of the broader community, and a description of how the proposed project will address those needs. **There is no specific format for conducting the needs assessment and presenting the results.**
- ❑ A description of how the proposed project will operate, including a description of —
 - How the applicant will select individual participants;
 - What types of professional development activities, based on scientifically based research, the applicant will carry out;
 - How the applicant will use research on effective professional development and on adult learning to design and deliver project activities;
 - How the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need community;
 - How the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and child development and learning domains (including developing early language and literacy skills);
 - The specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure progress toward attainment of those objectives;
 - How the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs;
 - How the project would train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse; and
 - How the objectives and the measurement methods align with the final achievement indicators established by the Secretary for these FY 2006 grants.

PART IV: BUDGET AND BUDGET NARRATIVE

Page limit: Budget Form 524 Sections A and B; narrative of five double-spaced, single-sided, typed pages (this is in addition to the pages allowed for the application narrative, and meets the requirement of ED Form 524, Section C) (see additional information in the Federal Register application notice in Section B of this package); applicant's name and the page number at the top of each page. For electronic submissions, attach the Budget Narrative to the Budget Narrative Attachment form.

Applicants must complete and attach to their applications a proposed budget, using ED Form 524 (Sections A and B), which is in Section E of this application package, and also is available at <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>. Applications submitted electronically must follow the instructions for attaching the ED Form 524 Form in Grants.gov provided in Section

D. Peer reviewers will review the budget and budget narrative, and take them into consideration under relevant selection criteria.

THE ESTIMATED FUNDING INFORMATION IS FOR THE TOTAL PROJECT PERIOD OF 3 YEARS. PLEASE BE SURE TO TOTAL ACCURATELY ALL LINES OF THE BUDGET FORMS.

In the budget narrative, identify the general nature and amounts of proposed expenditures within budget categories and provide a brief justification of how you would spend funds within each budget category. Include enough detail to enable reviewers and project staff to understand what the funds will be used for, how much will be expended, and the relationship between expended funds and project activities and outcomes. Applicants need not be in the estimated range of award amounts as printed in the *Notice Inviting Applications* in the *Federal Register*. While funding requests can be for any amount, applicants are reminded that request amounts must be justified in the budget narrative.

Cost-sharing: Each partnership carrying out an Early Childhood Educator Professional Development Program must provide a cost share of: at least 50 percent of the total of the project cost (ECEPD and matching costs) for the entire grant period; ***and at least 20 percent of the annual project cost (ECEPD and matching costs) for each funded year.*** For example, in a three-year project with a total project cost of \$300,000 (\$100,000 project cost per year), the applicant would have to provide a match of \$150,000, and at least 20% of the annual project cost per year. In the project described above, the applicant would have to provide 20% of \$100,000 each year. In other words, the total cost of the project is the amount of Federal funds requested under this grant plus the amount of the cost share.

Federal request + Cost-share = Total Cost of the Project

Because 50% of the project costs are contributed from Federal Early Childhood Educator Professional Development program, there is a resulting ***dollar for dollar match*** by the grantee to these Federal funds. The project may provide this cost-share from any source other than funds under this program, including other Federal funds: the term “non-Federal funds” as stated on Form 524, Section B means any funds not awarded under the Early Childhood Educator Professional Development program. **Therefore other Federal funds are allowable in the cost-share amount.** The partnership may provide the project cost-share through contributions of cash or in-kind, fairly evaluated, including plant, equipment, and services, but may only use allowable costs.

TIP: For information about how to place a value on any in-kind contributions, please refer to the following sections of EDGAR: section 74.23, for fiscal agents that are institutions of higher education or non-profit organizations; or section 80.24, for fiscal agents that are State or local government entities or Indian tribes or tribal organizations.

Please note that funds for this program, either Federal or cost-share, cannot be used for construction. See EDGAR, 34 CFR 75.533. However, funds may be used for “minor

remodeling,” which does not involve any structural alterations.

Indirect Costs: The FY 2006 grants that will be awarded under the ECEPD program (CFDA #84.349A) have been designated training grants. The Education Department General Administrative Regulations (EDGAR) limit reimbursement of indirect costs under training grants to non-governmental grantees (subject to 34 CFR part 74). These grantees may recover indirect costs under training grants up to the grantee’s actual indirect costs as determined by the grantee’s negotiated indirect cost agreement or a maximum of 8% of a modified total direct costs, whichever is less. (34 CFR § 75.562)

Note: This limitation does not apply to State agencies, local governments or Federally-recognized Indian tribal governments. (34 CFR § 75.562(c)(2))

Grantees charging indirect costs to a U.S. Department of Education training grant at the 8% rate should have a negotiated rate with their *cognizant agency*, i.e., either the Federal agency from which it has received the most direct funding subject to indirect cost support, the particular agency specifically assigned cognizance by the Office of Management and Budget or the State agency that provides the most subgrant funds to the grantee.

Although applicants are not required to submit with their application a copy of their indirect cost agreement to claim the 8% rate for funding received in this program, they are required to have documentation available for audit that shows that their negotiated indirect cost rate is at least 8%. (34 CFR § 75.563(d))

Applicants should be aware that amounts representing the difference between the 8% rate and a greater indirect cost rate negotiated with a cognizant agency may **not** be charged to direct cost categories, used to satisfy matching or cost-sharing requirements, or charged to another Federal award. (34 CFR § 75.563(c)(3))

Pre-award Costs: The Department's regulations authorize grant recipients to incur allowable pre-award costs up to 90 calendar days before the date of the grant award (sections 75.263 and 74.25(e)(1) of EDGAR, 34 CFR 75.263 and 74.25(e)(1)). Pre-award costs, in this case, may include the necessary and reasonable costs of the needs assessment that applicants must conduct before submitting their applications, to determine the most critical professional development needs of the early childhood educators to be served by the project and in the broader community. For these grants, the Secretary has extended the period for grant recipients to charge pre-award costs related to the needs assessment to up to 90 days before the application deadline.

Applicants incur any pre-award costs at their own risk. That is, the Secretary is under no obligation to reimburse these costs if for any reason the applicant does not receive an award or if the award is less than anticipated and inadequate to cover these costs. Applicants should include any pre-award costs that they wish to claim if they receive a grant award (including from Federal funds under the grant, or as part of the project’s matching or cost share) under the applicable line item on the budget form, ED Form 524, Sections A and B, and identify in their budget narrative the amount and nature of those pre-award costs and when they were incurred.

Items to remember when preparing the budget:

- * The “total cost of the project” is the amount of Federal funds under this grant plus the amount of the cost-share.
- * The cost-share requirement is a dollar for dollar match of Federal funds under this grant to cost-share funds provided by the applicant.
- * For this program, “non-federal funds” as stated in the heading on ED Form 524, Section B can include Federal funds other than Early Childhood Educator Professional Development program funds.
- * For all applicants other than State and local governments, the indirect cost rate is limited to 8% or the negotiated indirect cost rate of the applicant submitting the application for the partnership, whichever is less, of the total modified direct cost (Federal request + cost share) of the project. Institutions of Higher Education (His) are not considered to be State or local governments.
- * Applicants may not claim toward the cost-share the difference, if any, between the allowable indirect cost amount and the actual indirect cost rate if higher than that amount. However, if an applicant is not claiming the full allowable indirect cost rate to the Federal funds, the applicant may include as part of its cost-share the difference in amount between the percentage it is claiming and the allowable amount.
- * Public IHEs are not considered to be a government agency. Therefore, public IHEs must adhere to EDGAR provisions for IHEs (Part 74), not State and local agencies provisions (Part 80).
- * Neither Federal funds nor cost-share may be used for construction. However, funds may be used for “minor remodeling,” which does not involve any structural alterations.
- * Applicants need not be in the estimated range of awards as printed in the *Notice Inviting Applications* in the *Federal Register*. While funding requests can be for any amount, applicants are reminded that request amounts must be justified in the budget narrative.
- * Place the total (three-year) project cost (Federal request and cost-share amounts) in Item 14 on Form 424.
- * For FY 2006 grants, applicants can propose a project period of up to three (3) years.

Grant Writing Resource

You may find the following resource helpful in preparing your application:

- “*Grantmaking at ED (August 2004)*” at the following website:
<http://www.ed.gov/fund/grant/about/grantmaking/index.html>.

PART V: APPENDICES

Page limit: There are no page limits on the following supplemental materials to be included in the appendices - (1) Partnership Agreement; (2) position descriptions, resumes, or curriculum vitae of key personnel; (3) the Absolute Priority Form; and 4) the Program Specific Assurance and Certification for ECEPD Program Grant Applications for FY 2006 found in Section E of this

grant application package. The page limit for any response to the Competitive Preference Priority is 3 double-spaced, single sided, typed pages.

No other materials submitted in the appendices by the applicant, including non-print materials (such as videotapes and CDs) or letters of support will be considered by peer reviewers. The appendix may only include:

(1) The Required Partnership Agreement: The Partnership Agreement is an agreement among the entities that are eligible under the statute to apply as partners for these funds, and must: (1) detail the activities that each member of the group plans to perform; and (2) bind each member of the group to every statement and assurance made in the application by the applicant designated to apply on behalf of the group (or the separate legal entity that the partners have formed to apply for the grant). There is no specific format this Partnership Agreement. Copies and faxes of the Partnership Agreement with separate members' signatures *can* be submitted with the application. Peer reviewers will review the information in the Partnership Agreement and take it into consideration under relevant selection criteria.

(2) Position descriptions (and resumes or curriculum vitae if available): Applicants may submit positions descriptions (and resumes or curriculum vitae if available) of key personnel for the proposed project, including key contact personnel and consultants. Peer reviewers will review this information and take it into consideration under relevant selection criteria.

(3) The Program-Specific Assurances and Certification for ECEPD Program Grant Applications for FY 2006 found in Section E of this application package (for applications submitted through Grants.gov only).

(4) Response (optional) to Competitive Preference Priority—Scientifically Based Evaluation Method (See Section C of this application package.)

We may request that you provide us original signatures on the required forms at a later date.

PART VI: PRIORITY FORMS, ASSURANCES AND CERTIFICATIONS

Page limit: *Forms included in Section E of the application package.*

Be certain to include the required Absolute Priority Form, the assurance and certification forms, and all other required and applicable assurances and certifications. Please be sure that all attachments are submitted as either a .doc, .rtf, or .pdf document in the application package on Grants.gov in the section entitled "Other Attachments Form." Signatures on the assurance and certification forms will be requested at the time a grant award is made. The required forms, assurances and certifications, included in this application package under Section E, are as follows:

- Absolute Priority Form (required).
- Program-Specific Assurances for the Early Childhood Educator Professional Development Program.

- Standard Assurances for Non-Construction Programs (SF 424B).
- Grants.gov Lobbying Form.
- General Education Provisions Act (GEPA).
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions and Instructions (ED Form 80-0014). (NOTE: Do not transmit this form to the Department; ED 80-0014 is intended for the use of grantees.)
- Lobbying Disclosure Form (SF LLL) (if applicable).
- Survey on Ensuring Equal Opportunity for Applicants

ADDITIONAL INFORMATION

Page and Formatting Standards:

Reviewers will not evaluate any sections of the application that:

- Exceed the page limits identified above for each section, even if the formatting standards detailed below are used, or
- Exceed the equivalent of the page limits if other formatting standards are applied.

If not submitting an electronic application, please submit the original signed application (and two copies) in a format that will ensure that the application stays intact (e.g., using staples or binder clips), and that no pages are lost during the handling and review processes (for example, no rubber bands or paper clips).

The following page and formatting standards apply for the application narrative and separate budget narrative:

- A page is 8.5” x 11”, on one side only, with 1” margins at the top, bottom, and both sides.
- Double space (no more than three lines per vertical inch) all text in the application narrative, including titles, headings, quotations, references, and captions.
- Use a font that is either 12-point or larger or no smaller than 10-pitch (characters per inch).

You may use other point fonts and spacing for any tables, charts or graphs. However, space used for tables, charts or graphs are included in the page limits in each of the narrative and budget sections.

TIP: Applications generally will be easier for reviewers to understand if the body of the proposal is placed in the program narrative, and any tables, charts, or graphs are used to elaborate on or provide data supporting that narrative. To make sure that there is sufficient space to explain the proposal, the Secretary recommends that tables, charts, or graphs comprise no more than 15 percent of each applicant’s narrative.

FISCAL YEAR 2006 ABSOLUTE PRIORITY

In order to be considered for funding for FY 2006, an applicant must meet the following absolute priority. Under section 75.105(c)(3) of EDGAR (34 CFR 75.105(c)(3)), the Secretary funds only eligible applicant partnerships that have not previously received an ECEPD grant and meet the following absolute priority:

High-Need Communities

The applicant partnership, if awarded a grant, shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in “high-need communities.”

To qualify under this absolute priority, an applicant must demonstrate on the Absolute Priority Form found in Section E of this application package how it meets this absolute priority, which implements the statutory requirement in section 2151(e)(5)(A) of the ESEA.

Applicants will identify on the Absolute Priority Form the program sites in which the early childhood educators work who will receive the professional development under the grant, and provide information on the form demonstrating how those sites qualify under the Absolute Priority. That information includes providing citations for the relevant demographic and socioeconomic data supporting the qualification of each of those early childhood program site locations under the Absolute Priority. Grant funds may not be used to train early childhood educators who work in locations other than those that qualify under the Absolute Priority.

Please note that this absolute priority pertains to the level of poverty of the children in the community in which the proposed program sites to be served *are located*, *NOT* the level of poverty of the children in the *programs or centers* to be served. In other words, although the level of need *in* each early childhood program is relevant with respect to the selection criteria, the absolute priority is about the *location* of the program.

If possible, applicants should use U.S. Census data to support this description. For example, the Department considers applications for review if at least 50% of the children in the communities (political subdivisions or portions of political subdivisions) where proposed program sites would be located are below the poverty line for the most recent fiscal year for which satisfactory data are available, or the community is in the top 10 percent of political subdivisions of the State having the greatest numbers of those children. As indicated in the following examples, *if satisfactory U.S. Census data are unavailable*, applicants may use other reasonable poverty data, such as Free and Reduced Price School Lunch data for school attendance areas. For example, if Free and Reduced Price School Lunch data for school attendance areas are used to demonstrate the level of poverty in the communities where the proposed program sites are located, the Department considers applications for review if 75% or more children in the school attendance areas for those communities receive Free and Reduced Price School Lunch.

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Under 34 CFR 75.105(c)(3), the Secretary will fund under this competition only applicants that meet this absolute priority.

Absolute Priority (continued)

The term “high-need community” means—

(a) A political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or

(b) A political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of those children.

(Section 2151(e)(9)(B) of the ESEA.)

The term “low-income family” means a family with an income below the poverty line for the most recent fiscal year for which satisfactory data are available.

(Section 2151(e)(9)(C) of the ESEA.)

Examples of political subdivisions and portions of political subdivisions for the purposes of an Early Childhood Educator Professional Development grant application:

- A subdivision designated by State law that has elected representatives, such as a city, county, township, or school district. A zip code is not a political subdivision, although one or more zip codes may be assigned to a political subdivision. Similarly, a voting district generally would not be a political subdivision, although a voting district may correspond to a political subdivision.
- A “portion” of a political subdivision is anything that is within a larger political subdivision. For example, a particular neighborhood or a school attendance area could be a portion of a political subdivision of a school district, city, or county.

Examples of a “high-need community” that meets this absolute priority:

- Political subdivision: The partnership proposes to serve early childhood educators who work in early childhood programs located in Mayfair and Greenway Counties. According to the 2000 U.S. Census, Mayfair County has 60% of its children from low-income families (below the poverty line), and Greenland County has 76% of its children from low-income families.
- Political subdivision: The partnership proposes to serve early childhood educators who work in early childhood programs located in Center City. According to the 2000 US Census, Center City, (a political subdivision), has the second highest percent of children from low-income families in all of the State’s 100 cities. Therefore, Center City is among the top 10% of cities in the State in the percent of children from low-income families.
- Political subdivision: The partnership proposes to serve early childhood educators who work in early childhood programs located in the Red House School District, (a political subdivision as defined by its school attendance area), located in Mayfair and Greenway Counties. According to District-level data, 75% of children in the Red House School District receive Free or Reduced Price Lunch.
- Portion of political subdivision: The partnership proposes to serve early childhood educators who work in the Busy Bee preschool located in the school attendance area of the Red House Elementary School. According to school-level data, the Red House Elementary School (a portion of the political subdivision that is the overall school district), has 75% of its students receiving Free or Reduced Price Lunch.

FISCAL YEAR 2006 COMPETITIVE PREFERENCE PRIORITY-- SCIENTIFICALLY BASED EVALUATION METHODS

For this FY 2006 competition, the Secretary establishes a competitive preference priority for projects proposing an evaluation plan that is based on rigorous scientifically based research methods to assess the effectiveness of a particular intervention. This competitive preference priority is described in the *Federal Register* application notice, set forth in Section B of this application package. The Secretary intends that this competitive preference priority will allow program participants and the Department to determine whether the project produces meaningful effects on student achievement or teacher performance. In addition, this competitive preference priority will enable the Department to expand the number of programs and projects, Department wide that are evaluated under rigorous scientifically based research methods in accordance with the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized under the No Child Left Behind Act of 2001 (NCLB).

Responding to this competitive preference priority is optional (not required) at the discretion of each applicant partnership. Points awarded for the response to this competitive preference priority are separate from points awarded for a response to Selection Criteria (g), "Quality of the project evaluation", found on page C - 26. When responding to the priority to give competitive preference to an application, the Secretary will review applications using a two-stage process. In the first stage, the application will be reviewed without taking the priority into account. In the second stage of review, the applications rated highest in stage one will be reviewed for competitive preference. Up to 20 additional points will be awarded to applicants that meet this competitive preference priority. Applicant responses to this competitive preference priority should be presented in narrative form, and must be limited to no more than 3 double-spaced, single-sided, typed pages, and submitted as part of the Appendices. .

Evaluation methods using an experimental design are best for determining project effectiveness. Thus, when feasible, the project must use an experimental design under which participants--e.g., students, teachers, classrooms, or schools--are randomly assigned to participate in the project activities being evaluated or to a control group that does not participate in the project activities being evaluated. If random assignment is not feasible, the project may use a quasi-experimental design with carefully matched comparison conditions. This alternative design attempts to approximate a randomly assigned control group by matching participants--e.g., students, teachers, classrooms, or schools--with non-participants having similar pre-program characteristics.

In cases where random assignment is not possible and participation in the intervention is determined by a specified cutting point on a quantified continuum of scores, regression discontinuity designs may be employed.

For projects that are focused on special populations in which sufficient numbers of participants are not available to support random assignment or matched comparison group designs, single-subject designs such as multiple baseline or treatment-reversal or interrupted time series that are capable of demonstrating causal relationships can be employed.

Proposed evaluation strategies that use neither experimental designs with random assignment nor quasi-experimental designs using a matched comparison group nor regression discontinuity

designs will not be considered responsive to the priority when sufficient numbers of participants are available to support these designs. Evaluation strategies that involve too small a number of participants to support group designs must be capable of demonstrating the causal effects of an intervention or program on those participants.

The proposed evaluation plan must describe how the project evaluator will collect--before the project intervention commences and after it ends--valid and reliable data that measure the impact of participation in the program or in the comparison group.

Points awarded under this competitive preference priority will be determined by the quality of the proposed evaluation method. In determining the quality of the evaluation method, we will consider the extent to which the applicant presents a feasible, credible plan that includes the following:

- (1) The type of design to be used (that is, random assignment or matched comparison). If matched comparison, include in the plan a discussion of why random assignment is not feasible.
- (2) Outcomes to be measured.
- (3) A discussion of how the applicant plans to assign students, teachers, classrooms, or schools to the project and control group or match them for comparison with other students, teachers, classrooms, or schools.
- 4) A proposed evaluator, preferably independent, with the necessary background and technical expertise to carry out the proposed evaluation. An independent evaluator does not have any authority over the project and is not involved in its implementation.

In general, depending on the implemented program or project, under a competitive preference priority, random assignment evaluation methods will receive more points than matched comparison evaluation methods.

DEFINITIONS

As used in the competitive preference priority included in the *Federal Register* application notice—

Scientifically based research (section 9101(37) NCLB):

(A) Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs;

and

(B) Includes research that—

(i) Employs systematic, empirical methods that draw on observation or experiment;

- (ii) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (iv) Is evaluated using experimental or quasi-experimental designs in which individuals entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (v) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vi) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

Random assignment or experimental design means random assignment of students, teachers, classrooms, or schools to participate in a project being evaluated (treatment group) or not participate in the project (control group). The effect of the project is the difference in outcomes between the treatment and control groups.

Quasi experimental designs include several designs that attempt to approximate a random assignment design.

Carefully matched comparison groups design means a quasi-experimental design in which project participants are matched with non-participants based on key characteristics that are thought to be related to the outcome.

Regression discontinuity design means a quasi-experimental design that closely approximates an experimental design. In a regression discontinuity design, participants are assigned to a treatment or control group based on a numerical rating or score of a variable unrelated to the treatment such as the rating of an application for funding. Eligible students, teachers, classrooms, or schools above a certain score (“cut score”) are assigned to the treatment group and those below the score are assigned to the control group. In the case of the scores of applicants’ proposals for funding, the “cut score” is established at the point where the program funds available are exhausted.

Single subject design means a design that relies on the comparison of treatment effects on a single subject or group of single subjects. There is little confidence that findings based on this design would be the same for other members of the population.

Treatment reversal design means a single subject design in which a pre-treatment or baseline outcome measurement is compared with a post-treatment measure. Treatment would then be stopped for a period of time, a second baseline measure of the outcome would be taken, followed by a second application of the treatment or a different treatment. For example, this design might be used to evaluate a behavior modification program for disabled students with behavior disorders.

Multiple baseline design means a single subject design to address concerns about the effects of normal development, timing of the treatment, and amount of the treatment with treatment-reversal designs by using a varying time schedule for introduction of the treatment and/or treatments of different lengths or intensity.

Interrupted time series design means a quasi-experimental design in which the outcome of interest is measured multiple times before and after the treatment for program participants only.

Further information about this competitive preference priority (Scientifically Based Evaluation Methods) is available in the notice of final priority, 70 FR 3586 (January 25, 2005), available at <http://www.ed.gov/legislation/FedRegister/finrule/2005-1/012505a.html>.

FISCAL YEAR 2006 INVITATIONAL PRIORITIES

The Secretary is particularly interested in applications for the Early Childhood Educator Professional Development (ECEPD) Program that address the following two (2) invitational priorities for FY 2006.

The two (2) invitational priorities are:

1. English Language Acquisition Plan

The Secretary is especially interested, for applicants serving children with limited English proficiency, in applications that include a specific plan for the development of English language proficiency for these children during and from the start of their preschool experience. The ECEPD program is designed to prepare children to enter kindergarten with the necessary cognitive, early language, and literacy skills for success in school. School success often is dependent on each child entering kindergarten being as proficient as possible in English so that the child is ready to benefit from formal reading instruction in English when they start school.

The English language acquisition plan should, at a minimum: (1) include a description of the approach for the development of language, based on the linguistic factors or skills that serve as the foundation for a strong language base, which is a necessary precursor for success in the development of pre-literacy and literacy skills for children with limited English proficiency; (2) explain the instructional strategies, based on best available valid and reliable research, that the applicant will use to address English language acquisition in a multi-lingual classroom; (3) describe how the project will facilitate the children's transition to English proficiency by means such as the use of environmental print in appropriate multiple languages, and hiring bilingual teachers, paraprofessionals, or translators to work in the preschool classroom; (4) include intensive professional development for instructors and paraprofessionals on the development of English language proficiency; and (5) include a timeline that describes benchmarks for the introduction of the development of English language proficiency and the use of measurement tools.

Ideally, at least one instructional staff member in each ECEPD classroom should be dual-language proficient both in a child's first language and in English to facilitate the child's understanding of instruction and transition to English proficiency. At a minimum, each classroom should include a teacher who is proficient in English.

2. Classroom Curricula and Teacher Professional Development

The Secretary also is especially interested in applications that focus on professional development that will be provided for early childhood educators on the specific curricula promoting young children's school readiness in the areas of language and cognitive development and early reading and numeracy skills that are being used in those educators' early childhood programs, and on the research base supporting that curricula. In addition to being based on scientifically based research, the curricula should have standardized training procedures and published curriculum materials to support implementation by the early childhood educators. The chosen curricula should include a scope and sequence of skills and content with concrete instructional goals that will promote early language, reading, and numeracy skills.

The need for rigorous preschool curricula is driven by the national focus on high-quality preschool experiences that prepare children for formal reading instruction in the elementary grades. The professional development in the ECEPD program provides opportunities for the program participants to achieve greater understanding of the implementation of scientifically based curricula that focus on early language, reading, and numeracy skills of young children. Grantees should focus on assisting the early childhood educators to fully implement the selected curricula and measuring learning outcomes for the children taught by those educators.



Under section 75.105(c)(1) of EDGAR (34 CFR 75.105(c)(1)), an application that meets these invitational priorities receives no additional points or other preference in the competition.

The terms “child with a disability,” “early childhood educators,” “infants and toddlers with disabilities,” “limited English proficient,” and “professional development” have the meanings indicated under “Relevant Statutory and Regulatory Definitions” in Section B of this application package.

SELECTION CRITERIA

The Secretary will use the following selection criteria in section 75.210 of EDGAR (34 CFR 75.210) to evaluate applications under this competition. The maximum score for all of these selection criteria is 100 points. The maximum score for each criterion is indicated in parenthesis with the criterion. The criteria, and the factors within each criterion, are as follows:

(a) Need for project (up to 10 points).

(1) The Secretary considers the need for the proposed project.

(2) In determining the need for the proposed project, the Secretary considers the following factor:

(i) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(NOTE: The statute requires the grant funds to be used for activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that serve concentrations of children from low-income families.

*Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary believes that high-quality applications likely will provide specific data showing that each of the early childhood programs, in which the early childhood educators work who would receive the professional development under the project, **serves a concentration of children from low-income families** (e.g., at least 50% or more of the children in each program are from low-income families as indicated by U.S. Census data, or at least 75% or more of the children in each program are from low-income families as indicated by Free and Reduced Price Lunch data).*

(b) Significance (up to 10 points).

(1) The Secretary considers the significance of the proposed project.

(2) In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.

(NOTE: This requirement refers to the magnitude of the outcome of the professional development not the magnitude of the number of teachers participating in the professional development. For example, magnitude of outcome might be best attained by providing the professional development to smaller numbers of teachers to produce more meaningful effects on student achievement and teacher performance. The statute requires every applicant to describe the specific objectives that the partnership will seek to attain through the project, and the methods that the partnership will use to measure progress toward attaining those objectives.)

(ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(NOTE: The statute requires applicants to meet a number of requirements relevant to building local capacity. Specifically, applicants must:

1. *Enter into a partnership to apply for and implement the grant (as evidenced by the Partnership Agreement and detailed in the application narrative);*
2. *Provide an assurance that, in developing the application and in carrying out the project, the partnership has consulted with, and will consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership (included on the program-specific assurance form located in Section E of this application package); and*
3. *Describe how the project will be coordinated with and build on, and will not supplant or duplicate, early childhood education professional development activities in the high-need communities being served.)*

(c) Quality of the project design (up to 20 points).

(1) The Secretary considers the quality of the design of the proposed project.

(2) In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

(NOTE: The statute requires every applicant to describe how the proposed project will be carried out, including: the types of professional development activities, based on scientifically based research, that will be carried out; and how research on effective professional development and on adult learning will be used to design and deliver project activities. The statute requires every applicant to provide an assurance that, where applicable, the project will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff (included on the program specific assurance form located in Section E of this application package).

Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary believes that high-quality applications likely will explain specifically how they will provide a professional development program that includes the components of effective teacher professional development programs listed under the statutory definition of “professional development” set forth under “Relevant Statutory Provisions” in Section B of this application package, such as: activities that are high-quality, sustained, and intensive, in order to have a positive and lasting impact on teacher instruction and performance; and activities that will advance teacher understanding of effective instructional strategies that are based on scientifically based research.)

(ii) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice.

(NOTE: The statute requires every applicant to describe how the project will be carried out, including: how the project will train early childhood educators to provide developmentally appropriate school-readiness services that are based on the best available research on early childhood pedagogy and child development and learning domains.

Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will explain specifically what research on early childhood pedagogy and child development and

learning domains (including the development of early language and literacy skills) the project activities are based on and what those professional development activities will be. That is, the Secretary anticipates that high-quality applications will not merely repeat or reiterate the wording of the selection criteria, but will describe how the criteria are met with regard to the particular project being proposed.)

(d) Quality of project services (up to 10 points).

(1) The Secretary considers the quality of the services to be provided by the proposed project.

(2) In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

*(NOTE: With respect to the intended beneficiaries who are the **early childhood educators**, the statute requires every applicant to describe: (1) what are the most critical professional development needs of the early childhood educators to be served by the partnership and in the broader community, as determined by the results of the needs assessment undertaken by the applicant partnership; and (2) how the proposed project will address those needs.*

*With respect to the intended beneficiaries who are the **preschool-age children**, the statute requires every applicant to describe how the project will train early childhood educators to meet the diverse educational needs of children in the community, including children who have limited English proficiency, children with disabilities, or children with other special needs, and how it will train early childhood educators in identifying and preventing behavioral problems in children or working with children identified as or suspected to be victims of abuse.)*

Applicants should give thoughtful consideration to differentiating the types of professional development provided to lead preschool teachers from the professional development provided to paraprofessionals (e.g., an individual who provides instructional support under the direct supervision of lead teachers). For example, for lead teachers the professional development might focus on advancing teacher understanding of effective instructional strategies that will promote early language, reading, and numeracy skills based on scientifically based research and on strategies to improve student academic achievement or on substantially increasing the knowledge and teaching skills of the lead teachers. For paraprofessionals, the professional development might focus on knowledge of, and the ability to assist in instructing on, reading readiness, writing readiness and mathematics readiness.

(ii) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(NOTE: The statute requires each applicant to include information on the quality of the early childhood educator professional development program currently conducted (as of

the date of the submission of the application) by one or more of the partners in the applicant partnership. The statute also requires applicants to describe how the proposed project will be carried out, including how the individuals will be selected to participate.

Applicants may address this selection criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will:

- *propose a professional development program to be supported with these grant funds that will be large enough in scope to serve a significant number of early childhood educators working in programs that are located in areas that qualify under the Absolute Priority, but that will be sufficiently limited in size to enable the applicant to provide high-quality professional development that is of sufficient intensity and duration to ensure improvements in the practices, including instruction and teaching performance, among educators receiving those services;*
- *explain specifically how many early childhood educators the project plans to serve, what the intensity and duration of the professional development will be for each educator (e.g. how many hours of training, coaching and mentoring per educator, and over what period of time) and how many eligible early childhood programs the applicant anticipates will be directly enhanced by improvements in practice among educators receiving the professional development services; and*
- *explain the methods that they will use to offer professional development that enables early childhood educators to deliver intentional and explicit instruction that promotes the early language, reading, and numeracy skills of the children they teach, and ongoing age-appropriate assessments of those children, and how they will use the results to determine the skills the children are learning and to inform teaching and learning in the classroom.*

(e) Quality of project personnel (up to 10 points).

(1) The Secretary considers the quality of the personnel who will carry out the proposed project.

(2) In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability.

(3) In addition, the Secretary considers the following factors:

(i) The qualifications, including relevant training and experience, of key project personnel.

(ii) The qualifications, including relevant training and experience, of project consultants or subcontractors.

(f) Quality of the management plan (up to 10 points).

(1) The Secretary considers the quality of the management plan for the proposed project.

(2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(NOTE: Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will include high-quality management plans for project implementation that specifically describe: the activities each partner will be responsible for performing; the person responsible for those activities; and the approximate timeline within the project period of when those activities will be accomplished.)

(ii) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

(g) Quality of the project evaluation (up to 25 points).

(1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.

(2) In determining the quality of the evaluation, the Secretary considers the following factors:

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.

(NOTE: The statute requires every applicant to describe the methods that the partnership will use to measure progress toward attainment of the project's objectives; and how the project objectives and measurement methods align with the achievement indicators established by the Secretary for these grants (set forth in Section C of this application package). Furthermore, the statute requires each partnership receiving a grant under this competition to report annually to the Secretary on the partnership's progress toward attaining the achievement indicators established by the Secretary. In addition, grantees are expected to report annually to the Department on the GPRA performance measures that are coordinated with the achievement indicators, using the measures referenced above in this Section under "Achievement Indicators" (the Early Language and Literacy Classroom Observation (ELLCO), the Peabody Picture Vocabulary Test-III, Receptive, and the PALS Pre-K Alphabet Knowledge-Upper Case subtask. The GPRA indicators for the ECEPD program are posted on the Department's website at <http://www.ed.gov/about/reports/annual/2007plan/program.html>

Early childhood educators that receive professional development under this grant have the unique opportunity of making dramatic improvements in their classroom instructional practices to prepare the children they teach for school success. Recipients of ECEPD grant awards are expected to apply research-based approaches in early childhood pedagogy and child development and learning domains, including using a content-rich curriculum and activities that promote the age-appropriate development of oral language, age-appropriate social and emotional behavior, phonological awareness, print awareness, alphabet knowledge, and numeracy skills. It also is expected that early childhood educators who participate in the professional development funded by an ECEPD grant award also will more frequently participate in the effective administration of age-appropriate assessments of young children and the use of assessment results.

Applicants may address this criterion and factor in any way that they choose. However, the Secretary anticipates that high-quality applications likely will include evaluations that use

rigorous methodologies with assessments that are reliable and valid for the purposes intended, and that those methodologies and assessments will be consistent and aligned with the project's objectives.

Points awarded under this selection criterion, if any, are separate from consideration under the competitive preference priority (e.g., experimental or quas-experimental), which will be evaluated in stage two of the competition. (See instructions for responding to the competitive preference priority in Section C of this application package).

(h) Adequacy of Resources (up to 5 points).

(1) The Secretary considers the adequacy of resources for the proposed project.

(2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(i) The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

(ii) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

(NOTE: The statute requires every applicant to describe in its application the partnership's plan for continuing the activities carried out under the project after Federal funding ceases.)

Section D:

TRANSMITTAL INSTRUCTIONS AND CHECKLIST

Application Transmittal Instructions
Application Checklist

APPLICATION TRANSMITTAL INSTRUCTIONS

ATTENTION ELECTRONIC APPLICANTS: Please note that you must follow the Application Procedures as described in the Federal Register notice announcing the grant competition. ***This program requires the electronic submission of applications--specific requirements and instructions can be found in the Federal Register notice. If you want to apply for a grant and be considered for funding, you must meet the following deadline requirements:***

Applications Submitted Electronically

You must submit your grant application through the Internet using the software provided on the Grants.gov Web site (<http://www.grants.gov>) by 4:30 p.m. (Washington, D.C. time) on the application deadline date. If you submit your application through the Internet via the Grants.gov Web site, you will receive an automatic acknowledgment when we receive your application.

For more information on using Grants.gov, please refer to the Notice Inviting Applications that was published in the Federal Register, the Grants.gov Submission Procedures and Tips document found in the application package instructions, and visit <http://www.grants.gov>.

According to the instructions found in the Federal Register notice, those requesting and qualifying for an Exception to the electronic submission requirement may submit an application via mail, commercial carrier or by hand delivery.

Applications Sent by Mail:

You must mail the original and two copies of the application on or before the deadline date to. To help expedite our review of your application, we would appreciate your voluntarily including one additional copy of your application.

Please mail applications to:

U.S. Department of Education
Application Control Center
Attention: CFDA# 84.349A
400 Maryland Avenue, S.W.
Washington, DC 20202 - 4260

You must show one of the following as proof of mailing:

- (1) A legibly dated U. S. Postal Service Postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U. S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary.

If you mail an application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Services.

An applicant should note that the U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, an applicant should check with its local post office.

Applications Delivered by Commercial Carrier:

Special Note: Due to recent disruptions to normal mail delivery, the Department encourages you to consider using an alternative delivery method (for example, a commercial carrier, such as Federal Express or United Parcel Service; or U. S. Postal Service Express Mail) to transmit your application for this competition to the Department. If you use an alternative delivery method, please obtain the appropriate proof of mailing under “Applications Sent by Mail,” then follow the mailing instructions under the appropriate delivery method.

Applications that are delivered by commercial carrier, such as Federal Express, United Parcel Service, etc. should be mailed to the:

**U.S. Department of Education
Application Control Center – Stop 4260
Attention: CFDA# (84.349A)
100 Old Landover Road
Landover, MD 20785 - 1506**

Applications Delivered by Hand:

You or your courier must hand deliver the original and two copies of the application by 4:30 p.m. (Washington, D.C. time) on or before the deadline date. To help expedite our review of your application, we would appreciate your voluntarily including one additional copy of your application.

Please hand deliver applications to:

**U.S. Department of Education
Application Control Center
Attention: CFDA# 84.349A
550 12th Street, S.W.
PCP - Room 7041
Washington, DC 20202 – 4260**

The Application Control Center accepts application deliveries daily between 8:00 a.m. and 4:30 p.m. (Washington, D.C. time), except Saturdays, Sundays and federal holidays.

IMPORTANT – PLEASE READ FIRST

U.S. Department of Education Grants.gov Submission Procedures and Tips for Applicants

Please note that the Grants.gov site works differently than the U.S. Department of Education's (Department) e-Application system. To facilitate your use of Grants.gov, this document includes important submission procedures you need to be aware of to ensure your application is received in a timely manner and accepted by the Department.

- 1) **REGISTER EARLY** – Grants.gov registration is a one-time process that may take five or more days to complete. You may begin working on your application while completing the registration process, but you cannot submit an application until all of the Get Started steps are complete. For detailed information on the Get Started Steps, please go to: <http://www.grants.gov/GetStarted>.

- 2) **SUBMIT EARLY** – We strongly recommend that you do not wait until the last day to submit your application. Grants.gov will put a date/time stamp on your application and then process it after it is fully uploaded. The time it takes to upload an application will vary depending on a number of factors including the size of the application and the speed of your Internet connection, and the time it takes Grants.gov to process the application will vary as well. If Grants.gov rejects your application (see step three below), you will need to resubmit successfully before 4:30 p.m. on the deadline date.

Note: To submit successfully, you must provide the DUNS number on your application that was used when your organization registered with the CCR (Central Contractor Registry).

- 3) **VERIFY SUBMISSION IS OK** – You will want to verify that Grants.gov and the Department receive your Grants.gov submission timely and that it was validated successfully. To see the date/time your application was received, login to Grants.gov and click on the Check Application Status link. For a successful submission, the date/time received should be earlier than 4:30 p.m. on the deadline date, AND the application status should be: Validated, Received by Agency, or Agency Tracking Number Assigned.

If the date/time received is later than 4:30 p.m. Washington, D.C. time, on the closing date, your application is late. If your application has a status of "Received" it is still awaiting validation by Grants.gov. Once validation is complete, the status will either change to "Validated" or "Rejected with Errors." If the status is "Rejected with Errors," your application has not been received successfully. Some of the reasons Grants.gov may reject an application can be found on the Grants.gov site: <http://www.grants.gov/assets/ApplicationErrorTips.doc>. If you discover your application is late or has been rejected, please see the instructions below. Note: You will receive a series of confirmations both online and via e-mail about the status of your application. Please do not rely solely on e-mail to confirm whether your application has been received timely and validated successfully.

Submission Problems – What should you do?

If you have problems submitting to Grants.gov before the closing date, please contact Grants.gov Customer Support at 1-800-518-4726 or use the customer support available on the Web site: <http://www.grants.gov/CustomerSupport>.

If electronic submission is optional and you have problems that you are unable to resolve before the deadline date and time for electronic applications, please follow the transmittal instructions for hard copy applications in the Federal Register notice and get a hard copy application postmarked by midnight on the deadline date.

If electronic submission is required, you must submit an electronic application before 4:30 p.m., unless you follow the procedures in the Federal Register notice and qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. (See the Federal Register notice for detailed instructions.)

Helpful Hints When Working with Grants.gov

Please note, once you download an application from Grants.gov, you will be working offline and saving data on your computer. Please be sure to note where you are saving the Grants.gov file on your computer. You will need to logon to Grants.gov to upload and submit the application. (This is different from e-Application, where you are working online and saving data to the Department's database.) **You must provide on your application the DUNS number that was used when your organization registered with the CCR.**

Please go to <http://www.grants.gov/ForApplicants> for help with Grants.gov and click on the links in the lower right corner of the screen under Applicant Tips and Tools. For additional tips related to submitting grant applications, please refer to the Grants.gov Submit Application Tips found on the Grants.gov homepage <http://www.grants.gov>.

Dial-Up Internet Connections

When using a dial up connection to upload and submit your application, it can take significantly longer than when you are connected to the Internet with a high-speed connection, e.g. cable modem/DSL/T1. While times will vary depending upon the size of your application, it can take a few minutes to a few hours to complete your grant submission using a dial up connection. **If you do not have access to a high-speed connection and electronic submission is required, you may want to consider following the instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

MAC Users

If you do not have a Windows operating System, you will need to use a Windows Emulation program to submit an application using Grants.gov. For additional information, review the [PureEdge Support for Macintosh](http://www.grants.gov/GrantsGov_UST_Grantee/!SSL!/WebHelp/MacSupportforPureEdge.pdf) white paper published by Pure Edge: http://www.grants.gov/GrantsGov_UST_Grantee/!SSL!/WebHelp/MacSupportforPureEdge.pdf, and/or contact Grants.gov Customer Support (<http://www.grants.gov/CustomerSupport>) for more information. **If you do not have a Windows emulation program and electronic submission is required, please follow instructions in the Federal Register notice to obtain an exception to the electronic submission requirement no later than two weeks before the application deadline date.** (See the Federal Register notice for detailed instructions.)

2006 ECEPD APPLICATION CHECKLIST

If you are submitting an electronic application, please see page D - 1 for instructions.

Part I: Application for Federal Education Assistance (Standard Form 424) and Preliminary Documents

- ☐ Submit the ED 424 Form, Application for Federal Assistance, CFDA No. 84.349A (Cover Sheet) **and** the ED Supplement to the SF 424 in Grants.gov found in Section E of this application package.
- ☐ Title
- ☐ Table of Contents

Part II: Project Abstract

Abstract briefly describing proposed project (one-page, double-spaced, not numbered, applicant's name at the top of the page). See page C - 5 for recommended contents.

Attach the abstract to the ED Abstract Form in the application package downloaded from Grants.gov.

Part III: Program Narrative

Application Narrative (the equivalent of no more than 30 pages, double-spaced, 12 point font) addressing the Absolute Priority page C - 13, the selection criteria page C-22, and including the Response to Notice to All Applicants (Section 427, GEPA) (included in Section E of this application package). Attach the project narrative to the Project Narrative Attachment Form in the application package downloaded from Grants.gov.

Part IV: Budget and Budget Narrative

- ED 524 Form Sections A and B (in Section E of this application package). The following columns should be completed in Sections A and B: Amounts for each relevant line in column (a), **“Project Year 1,”** including the total cost amounts in lines 9 and 12.
- Amounts for each relevant line in column (b) **“Project Year 2,”** including the total cost amounts in lines 9 and 12.
- Amounts for each relevant line in column (c) **“Project Year 3,”** including the total cost amounts in lines 9 and 12.
- Amounts for each relevant line in column (f) **“Total,”** including the total cost amounts in lines 9 and 12.

Budget Narrative (Explanation of proposed costs in narrative form in addition to the ED Form 524 Sections A and B, the equivalent of no more than five double-spaced pages in 12 point font). The budget narrative meets the requirements of Form 524 Section C. Attach the Budget Narrative to the Budget Narrative Attachment Form in the application package downloaded from Grants.gov.

Part V: Appendices (limited to the following)

There are no page limits, except for any response to the Competitive Preference Priority.

- ❑ Partnership Agreements; **required**
- ❑ Absolute Priority Form; **required**
- ❑ Position Descriptions of Key Personnel - including key contract personnel and consultants (with resumes or curriculum vitae if available.) Program Specific Assurances for ECEPD Grant Applications for FY 2006
- ❑ **Exception:** Any Response to the Competitive Preference Priority (limited to no more than 3 pages, double-spaced, 12 point font); **optional**

Attach the Appendices referenced above to the “Other Attachments From” in the application package in Grants.gov either a .doc, .rtf. or .pdf document.

Note: No other materials submitted in the appendices by the applicant, including non-print materials (such as videotapes and CDs) or letters of support will be considered by peer reviewers.

Part VI: Absolute Priority Form, Assurances and Certifications (in Section E of this application package) (required)

- ❑ Absolute Priority Form
- ❑ Program-Specific Assurances for the Early Childhood Educator Professional
- ❑ ED 424 Form – Application for Federal Assistance and the ED Supplement to the ED 424 Form and Instructions
- ❑ SF 424B - Assurance - Non-construction Programs
- ❑ Grants.gov Lobbying Form
- ❑ ED 80-0014 Form - Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tiered Covered Transactions *(For applicant's use only; do not submit to the U.S. Department of Education)*
- ❑ Lobbying Disclosure Form (SF LLL) (if applicable)
- ❑ General Education Provisions Act (GEPA)

Once all of the required information has been completed, applicants will be required to submit signed copies of those forms, assurances and certifications at a later date if selected for funding.

Please check to make sure that you have done the following:

APPLICANTS SUBMITTING THEIR APPLICATION ELECTRONICALLY MUST FAX A SIGNED ED 424 FORM TO THE APPLICATION CONTROL CENTER AT (202) 260-1349, IN ACCORDANCE WITH THE INFORMATION AND TIME PERIODS SPECIFIED IN THE FEDERAL REGISTER NOTICE INVITING APPLICATIONS INCLUDED IN SECTION B OF THIS APPLICATION PACKAGE.

APPLICANTS SUBMITTING THEIR APPLICATIONS ELECTRONICALLY HAVE COMPLETED ALL SECTIONS OF THE ELECTRONIC APPLICATION, INCLUDING THE BUDGET MATERIALS, HAVE ATTACHED A PARTNERSHIP AGREEMENT, THE PROGRAM SPECIFIC ASSURANCES FOR THE EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT PROGRAM, THE ABSOLUTE PRIORITY FORM, AND ANY RESPONSE TO THE COMPETITIVE PREFERENCE PRIORITY, AND HAVE

COMPLETED ALL REQUIRED INFORMATION ON THE ASSURANCES AND CERTIFICATIONS EXCEPT THE SIGNATURES (YOU WILL BE REQUIRED TO SUBMIT THOSE AT A LATER DATE IF SELECTED FOR FUNDING).

APPLICATIONS SUBMITTED THROUGH GRANTS.GOV MUST BE DATE AND TIME STAMPED BEFORE 4:30 PM ON THE APPLICATION DEADLINE DATE. APPLICANTS ALSO MUST ENSURE THAT THE APPLICATION SUCCESSFULLY VALIDATED IN GRANTS.GOV. LOG IN TO GRANTS.GOV TO CHECK YOUR APPLICATION STATUS OR *CONTACT THE GRANTS.GOV HELP DESK TO ENSURE THAT YOUR APPLICATION HAS BEEN VALIDATED.*

Section E:

APPLICATION FORMS, NOTICES, AND OTHER IMPORTANT INFORMATION

Application for Federal Education Assistance SF 424 and the ED Supplement to the SF 424, Instructions, and Attachment

Budget Information—Non-Construction Programs (ED Form 524, Sections A, B, and C) and Instructions
Absolute Priority Form

Assurances and Certifications:

Program-Specific Assurances for the Early Childhood Educator Professional Development Program

Standard Assurances for Non-Construction Programs (SF 424B)

Grants.gov Lobbying Form

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier

Covered Transactions and Instructions (ED Form 80-0014) *For applicant information and use only — do not submit with application.*

Lobbying Disclosure Form (SF LLL) (if applicable)

Notice to All Applicants (Section 427 of the General Education Provisions Act (GEPA))

Other Important Information:

Executive Order 12372 (Intergovernmental Review of Federal Programs)

Survey on Ensuring Equal Opportunity for Applicants

INSTRUCTIONS FOR THE SF-424

Public reporting burden for this collection of information is estimated to average 60 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the Federal agency (agency). Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

Item	Entry:	Item	Entry:
1.	Type of Submission: (Required): Select one type of submission in accordance with agency instructions. <ul style="list-style-type: none"> • Preapplication • Application • Changed/Corrected Application – If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date. 	10.	Name Of Federal Agency: (Required) Enter the name of the Federal agency from which assistance is being requested with this application.
		11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
2.	<i>Type of Application: (Required) Select one type of application in accordance with agency instructions.</i> <ul style="list-style-type: none"> • New – An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify) 	12.	Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
		13.	Competition Identification Number/Title: Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
		14.	Areas Affected By Project: List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.	15.	Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.
4.	Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.		
5a	Federal Entity Identifier: Enter the number assigned to your organization by the Federal Agency, if any.	16.	Congressional Districts Of: (Required) 16a. Enter the applicant's Congressional District, and

Item	Entry:	Item	Entry:
5b.	Federal Award Identifier: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.		16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation – 3 characters District Number, e.g., CA-005 for California 5 th district, CA-012 for California 12 th district, NC-103 for North Carolina's 103 rd district. <ul style="list-style-type: none"> <i>If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland.</i> If nationwide, i.e. all districts within all states are affected, enter US-all. If the program/project is outside the US, enter 00-000.
6.	Date Received by State: Leave this field blank. This date will be assigned by the State, if applicable.		
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the State, if applicable.		
8.	Applicant Information: Enter the following in accordance with agency instructions:		
	a. Legal Name: (Required): Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website.	17.	Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.
	b. Employer/Taxpayer Number (EIN/TIN): (Required): Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444.	18.	Estimated Funding: (Required) Enter the amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
	c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website.	19.	Is Application Subject to Review by State Under Executive Order 12372 Process? Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State
	d. Address: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US).	20.	Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes. If yes, include an explanation on the continuation sheet.
	e. Organizational Unit: Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the assistance activity, if applicable.		
	f. Name and contact information of person to be contacted on matters involving this application: Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.	21.	Authorized Representative: (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name
9.	Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions.		

Item	Entry:		Item	Entry:
	A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority	M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution T. Historically Black Colleges and Universities (HBCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)		(First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)

INSTRUCTIONS FOR

DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

a. Project Director. Name, address, telephone and fax numbers, and e-mail address of the person to be contacted on matters involving this application.

2. Novice Applicant. Check “Yes” or “No” only if assistance is being requested under a program that gives special consideration to novice applicants. Otherwise, **leave blank.**

Check “Yes” if you meet the requirements for novice applicants specified in the regulations in 34 CFR 75.225 and included on the attached page entitled “Definitions for Department of Education Supplemental Information for SF 424.” By checking “Yes” the applicant certifies that it meets these novice applicant requirements. Check “No” if you do not meet the requirements for novice applicants.

3. Human Subjects Research. (See I. A. “Definitions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

If Not Human Subjects Research. Check “No” if research activities involving human subjects are not planned at any time during the proposed project period. The remaining parts of Item 3 are then not applicable.

If Human Subjects Research. Check “Yes” if research activities involving human subjects are planned at any time during the proposed project period, either at the applicant organization or at any other performance site or collaborating institution. Check “Yes” even if the research is exempt from the regulations for the protection of human subjects. (See I. B. “Exemptions” in attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”)

3a. If Human Subjects Research is Exempt from the Human Subjects Regulations. Check “Yes” if all the research activities proposed are designated to be exempt from the regulations. Insert the exemption number(s) corresponding to one or more of the six exemption categories listed in I. B. “Exemptions.” In addition, follow the instructions in II. A. “Exempt Research Narrative” in the attached page entitled “Definitions for Department of Education Supplemental Information For SF 424.”

3a. If Human Subjects Research is Not Exempt from Human Subjects Regulations. Check “No” if some or all of the planned research activities are covered (not exempt). In addition, follow the instructions in II. B. “Nonexempt Research Narrative” in the page entitled “Definitions for Department of Education Supplemental Information For SF 424

3a. Human Subjects Assurance Number. If the applicant has an approved Federal Wide (FWA) on file with the Office for Human Research Protections (OHRP), U.S. Department of Health and Human Services, that covers the specific activity, insert the number in the space provided. If the applicant does not have an approved assurance on file with OHRP, enter “None.” In this case, the applicant, by signature on the SF-424, is declaring that it will

comply with 34 CFR 97 and proceed to obtain the human subjects assurance upon request by the designated ED official. If the application is recommended/selected for funding, the designated ED official will request that the applicant obtain the assurance within 30 days after the specific formal request.

Note about Institutional Review Board Approval. ED does not require certification of Institutional Review Board approval with the application. However, if an application that involves non-exempt human subjects research is recommended/selected for funding, the designated ED official will request that the applicant obtain and send the certification to ED within 30 days after the formal request.

PAPERWORK BURDEN STATEMENT. ACCORDING TO THE PAPERWORK REDUCTION ACT OF 1995, NO PERSONS ARE REQUIRED TO RESPOND TO A COLLECTION OF INFORMATION UNLESS SUCH COLLECTION DISPLAYS A VALID OMB CONTROL NUMBER. THE VALID OMB CONTROL NUMBER FOR THIS INFORMATION COLLECTION IS 1890-0017. THE TIME REQUIRED TO COMPLETE THIS INFORMATION COLLECTION IS ESTIMATED TO AVERAGE BETWEEN 15 AND 45 MINUTES PER RESPONSE, INCLUDING THE TIME TO REVIEW INSTRUCTIONS, SEARCH EXISTING DATA RESOURCES, GATHER THE DATA NEEDED, AND COMPLETE AND REVIEW THE INFORMATION COLLECTION. IF YOU HAVE ANY COMMENTS CONCERNING THE ACCURACY OF THE ESTIMATE(S) OR SUGGESTIONS FOR IMPROVING THIS FORM, PLEASE WRITE TO: U.S. DEPARTMENT OF EDUCATION, WASHINGTON, D.C. 20202-4700. IF YOU HAVE COMMENTS OR CONCERNS REGARDING THE STATUS OF YOUR INDIVIDUAL SUBMISSION OF THIS FORM WRITE DIRECTLY TO: JOYCE I. MAYS, APPLICATION CONTROL CENTER, U.S. DEPARTMENT OF EDUCATION, POTOMAC CENTER PLAZA, 550 12TH STREET, S.W. ROOM 7076, WASHINGTON, D.C. 20202-4260.

DEFINITIONS FOR DEPARTMENT OF EDUCATION SUPPLEMENTAL INFORMATION FOR SF 424

(Attachment to Instructions for Supplemental Information for SF 424)

Definitions:

Novice Applicant (See 34 CFR 75.225). For discretionary grant programs under which the Secretary gives special consideration to novice applications, a novice applicant means any applicant for a grant from ED that—

- Has never received a grant or subgrant under the program from which it seeks funding;
- Has never been a member of a group application, submitted in accordance with 34 CFR 75.127-75.129, that received a grant under the program from which it seeks funding; and
- Has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under the program. For the purposes of this requirement, a grant is active until the end of the grant's project or funding period, including any extensions of those periods that extend the grantee's authority to obligate funds.

In the case of a group application submitted in accordance with 34 CFR 75.127-75.129, a group includes only parties that meet the requirements listed above.

PROTECTION OF HUMAN SUBJECTS IN RESEARCH

I. Definitions and Exemptions

A. Definitions.

A research activity involves human subjects if the activity is research, as defined in the Department's regulations, and the research activity will involve use of human subjects, as defined in the regulations.

—Research

The ED Regulations for the Protection of Human Subjects, Title 34, Code of Federal Regulations, Part 97, define research as “a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to

generalizable knowledge.” *If an activity follows a deliberate plan whose purpose is to develop or contribute to generalizable knowledge it is research.* Activities which meet this definition constitute research whether or not they are conducted or supported under a program that is considered research for other purposes. For example, some demonstration and service programs may include research activities.

—Human Subject

The regulations define human subject as “a living individual about whom an investigator (whether professional or student) conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.” *(1) If an activity involves obtaining information about a living person by manipulating that person or that person's environment, as might occur when a new instructional technique is tested, or by communicating or interacting with the individual, as occurs with surveys and interviews, the definition of human subject is met. (2) If an activity involves obtaining private information about a living person in such a way that the information can be linked to that individual (the identity of the subject is or may be readily determined by the investigator or associated with the information), the definition of human subject is met.* [Private information includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation or recording is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, a school health record).]

B. Exemptions.

Research activities in which the **only** involvement of human subjects will be in one or more of the following six categories of **exemptions** are not covered by the regulations:

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (a) research on regular and special education instructional strategies, or (b) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

(a) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

If the subjects are children, exemption 2 applies only to research involving educational tests and observations of public behavior when the investigator(s) do not participate in the activities being observed. Exemption 2 does not apply if children are surveyed or interviewed or if the research involves observation of public behavior and the investigator(s) participate in the activities being observed.

[Children are defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law or jurisdiction in which the research will be conducted.]

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior that is not exempt under section (2) above, if the human subjects are elected or appointed public officials or candidates for public office; or federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine: (a) public benefit or service programs; (b) procedures for obtaining benefits or services under those programs; (c) possible changes in or alternatives to those programs or procedures; or (d) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (a) if wholesome foods without additives are consumed or (b) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

II. Instructions for Exempt and Nonexempt Human Subjects Research Narratives

If the applicant marked "Yes" for Item 3 of Department of Education Supplemental Information for SF 424, the applicant must provide a human subjects "exempt research" or "nonexempt research" narrative. Insert the narrative(s) in the space provided. If you have multiple projects and need to

provide more than one narrative, be sure to label each set of responses as to the project they address.

A. Exempt Research Narrative.

If you marked "Yes" for item 3 a. and designated exemption numbers(s), provide the "exempt research" narrative. The narrative must contain sufficient information about the involvement of human subjects in the proposed research to allow a determination by ED that the designated exemption(s) are appropriate. The narrative must be succinct.

B. Nonexempt Research Narrative.

If you marked "No" for item 3 a. you must provide the "nonexempt research" narrative. The narrative must address the following seven points. Although no specific page limitation applies to this section of the application, be succinct.

(1) Human Subjects Involvement and Characteristics:

Provide a detailed description of the proposed involvement of human subjects. Describe the characteristics of the subject population, including their anticipated number, age range, and health status. Identify the criteria for inclusion or exclusion of any subpopulation. Explain the rationale for the involvement of special classes of subjects, such as children, children with disabilities, adults with disabilities, persons with mental disabilities, pregnant women, prisoners, institutionalized individuals, or others who are likely to be vulnerable

(2) Sources of Materials: Identify the sources of research material obtained from individually identifiable living human subjects in the form of specimens, records, or data. Indicate whether the material or data will be obtained specifically for research purposes or whether use will be made of existing specimens, records, or data.

(3) Recruitment and Informed Consent: Describe plans for the recruitment of subjects and the consent procedures to be followed. Include the circumstances under which consent will be sought and obtained, who will seek it, the nature of the information to be provided to prospective subjects, and the method of documenting consent. State if the Institutional Review Board (IRB) has authorized a modification or waiver of the elements of consent or the requirement for documentation of consent.

(4) Potential Risks: Describe potential risks (physical, psychological, social, legal, or other) and assess their likelihood and seriousness. Where appropriate, describe alternative treatments and procedures that might be advantageous to the subjects.

(5) Protection Against Risk: Describe the procedures for protecting against or minimizing potential risks, including risks to confidentiality, and assess their likely effectiveness. Where appropriate, discuss provisions for ensuring necessary medical or professional intervention in the event of adverse effects to the subjects. Also, where appropriate, describe the provisions for monitoring the data collected to ensure the safety of the subjects.

(6) Importance of the Knowledge to be Gained: Discuss the importance of the knowledge gained or to be gained as a result

of the proposed research. Discuss why the risks to subjects are reasonable in relation to the anticipated benefits to subjects and in relation to the importance of the knowledge that may reasonably be expected to result.

(7) **Collaborating Site(s)**: If research involving human subjects will take place at collaborating site(s) or other performance site(s), name the sites and briefly describe their involvement or role in the research.

Copies of the Department of Education's Regulations for the Protection of Human Subjects, 34 CFR Part 97 and other pertinent materials on the protection of human subjects in research are available from the Grants Policy and Oversight Staff, Office of the Chief Financial Officer, U.S. Department of Education, Washington, D.C. 20202-4250, telephone: (202) 245-6120, and on the U.S. Department of Education's Protection of Human Subjects in Research Web Site: <http://www.ed.gov/about/offices/list/OCFO/humansub.html>

NOTE: The **State Applicant Identifier** on the SF 424 is for State Use only. Please complete it on the OMB Standard 424 in the upper right corner of the form (if applicable).

Instructions for ED 524

General Instructions

This form is used to apply to individual U.S. Department of Education (ED) discretionary grant programs. Unless directed otherwise, provide the same budget information for each year of the multi-year funding request. Pay attention to applicable program specific instructions, if attached. Please consult with your Business Office prior to submitting this form.

Section A - Budget Summary U.S. Department of Education Funds

All applicants must complete Section A and provide a breakdown by the applicable budget categories shown in lines 1-11.

Lines 1-11, columns (a)-(e): For each project year for which funding is requested, show the total amount requested for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If funding is requested for only one project year, leave this column blank.

Line 12, columns (a)-(e): Show the total budget request for each project year for which funding is requested.

Line 12, column (f): Show the total amount requested for all project years. If funding is requested for only one year, leave this space blank.

Indirect Cost Information:

If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. (1): Indicate whether or not your organization has an Indirect Cost Rate Agreement that was approved by the Federal government. (2): If you checked "yes" in (1), indicate in (2) the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED or another Federal agency (Other) issued the approved agreement. If you check "Other," specify the name of the Federal agency that issued the approved agreement. (3): If you are applying for a grant under a Restricted Rate Program (34 CFR 75.563 or 76.563), indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement or whether

you are using a restricted indirect cost rate that complies with 34 CFR 76.564(c)(2). Note: State or Local government agencies may not use the provision for a restricted indirect cost rate specified in 34 CFR 76.564(c)(2). Check only one response. Leave blank, if this item is not applicable.

Section B - Budget Summary Non-Federal Funds

If you are required to provide or volunteer to provide matching funds or other non-Federal resources to the project, these should be shown for each applicable budget category on lines 1-11 of Section B.

Lines 1-11, columns (a)-(e): For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Lines 1-11, column (f): Show the multi-year total for each budget category. If non-Federal contributions are provided for only one year, leave this column blank.

Line 12, columns (a)-(e): Show the total matching or other contribution for each project year.

Line 12, column (f): Show the total amount to be contributed for all years of the multi-year project. If non-Federal contributions are provided for only one year, leave this space blank.

Section C - Budget Narrative [Attach separate sheet(s)] Pay attention to applicable program specific instructions, if attached.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
3. If you are requesting reimbursement for indirect costs on line 10, this information is to be completed by your Business Office. Specify the estimated amount of the base

to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs (line 10) for "Training grants" or grants under "Restricted Rate" programs, you must refer to the information and examples on ED's website at:

<http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact (202) 377-3838 for additional information regarding calculating indirect cost rates or general indirect cost rate information.

4. Provide other explanations or comments you deem necessary.

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1890-0004. The time required to complete this information collection is estimated to vary from 13 to 22 hours per response, with an average of 17.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to (insert program office), U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

ABSOLUTE PRIORITY FORM

The purpose of the Early Childhood Educator Professional Development Program (ECEPD) is to enhance the school readiness of young children, particularly disadvantaged young children, and to prevent young children from encountering difficulties once the children enter school, by improving the knowledge and skills of early childhood educators who work in communities that have high concentrations of children living in poverty. ***Consistent with section 75.105(c)(3) of EDGAR (34 CFR 75.105(c)(3)), an applicant for the ECEPD program must meet the absolute priority, which is that the applicant partnership, if awarded grant funds, shall use the grant funds to carry out activities that will improve the knowledge and skills of early childhood educators who are working in early childhood programs that are located in “high-need communities.”***

➤ The term “high-need community” means—

- (a) A political subdivision of a State, or a portion of a political subdivision of a State, in which at least 50 percent of the children are from low-income families; or
- (b) A political subdivision of a State that is among the 10 percent of political subdivisions of the State having the greatest numbers of those children. (Section 2151(e)(9)(B) of the ESEA.)

[**NOTE:** Please note that this absolute priority pertains NOT to the level of poverty of the children in the programs to be served, but rather, to the level of poverty in the communities (political subdivisions or portions of political subdivision) in which the early childhood education programs are located.]

* * * * *

Instructions: List below each early childhood education site in which the early childhood educators work who will receive professional development services and activities under this grant. Then complete the absolute priority form for each site. All applicants must complete this form whether submitting the application in Grants.gov or when an exception has been granted to submit a paper copy. When submitting an application in Grants.gov the completed form must be attached to the “Other Attachments Form” in the application package in Grants.gov (as either a .doc, .rtf or .pdf document). **DO NOT MODIFY THE INFORMATION REQUESTED.** For further information, including information about the data source, please refer to the definitions of terms, and examples, on page C- - 13 of this application package.

Names and addresses of early childhood education sites at which early childhood educators work who will receive professional development under the grant:

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
 - (6) _____
- (add more as necessary)

(FORM CONTINUED ON NEXT PAGE)

ABSOLUTE PRIORITY FORM (continued from previous page)

All applicants must complete this form whether submitting the application in Grants.gov or when an exception has been granted to submit a paper copy. When submitting the application in Grants.gov the completed form must be attached to the "Other Attachments Form" in the application package in Grants.gov (as either a .doc, .rtf or .pdf document). DO NOT MODIFY THE INFORMATION REQUESTED.

(Complete a separate form for each site. Make additional copies of form as necessary.)

<p align="center">(A) <u>NAME</u> of early childhood education program site listed on first page of Absolute Priority Form</p>	<p align="center">(B) <u>LOCALE</u> (political subdivision or portion of political subdivision) of preschool upon which eligibility under absolute priority is based</p>	<p align="center">(C) <u>NAME OF LOCALE</u> listed in Column B</p>	<p align="center">(D) <u>BASIS OF ELIGIBILITY UNDER ABSOLUTE PRIORITY</u> (Check appropriate box below.)</p>	<p align="center">(E) <u>DATA SOURCE AND YEAR</u> (Census Data if possible; if unavailable, other reasonable poverty data such as Free and Reduced Price Lunch data for school attendance areas)</p>
	<p> <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> Township <input type="checkbox"/> School district <input type="checkbox"/> School attendance area <input type="checkbox"/> Other political subdivision (or portion of political subdivision): _____ _____ </p>		<p> <input type="checkbox"/> <u>% of children from low-income families</u> is 50% or greater based on most recent Census data in locale named in Column C. <input type="checkbox"/> Locale named in Column C is among the <u>top 10%</u> of those locales in the State having the greatest numbers of children from low-income families. <input type="checkbox"/> <u>75% or more of children</u> in the locale named in Column C receive Free and Reduced Price School Lunch. </p>	

**PROGRAM-SPECIFIC ASSURANCES AND CERTIFICATION
FOR
EARLY CHILDHOOD EDUCATOR PROFESSIONAL DEVELOPMENT
PROGRAM GRANT APPLICATIONS FOR FISCAL YEAR 2006**

All applicants must complete this form whether submitting the application in Grants.gov or when an exception has been granted to submit a paper copy. When submitting the application in Grants.gov the completed form must be attached to the "Other Attachments Form" in the application package in Grants.gov (as either a .doc, .rtf or .pdf document). DO NOT MODIFY THE INFORMATION REQUESTED.

As the duly authorized representative of the applicant, I hereby assure and certify that:

- (1) Where applicable, the project if funded will provide appropriate professional development to volunteers working directly with young children, as well as to paid staff.
- (2) In developing the application the partnership has consulted with, and in carrying out the project if funded will continue to consult with, relevant agencies, early childhood educator organizations, and early childhood providers that are not members of the partnership.
- (3) The applicant entity is applying on behalf of a partnership that contains at least the following entities:
 - (i) One or more institutions of higher education, or public or private entities, that provide professional development for early childhood educators who work with children from low-income families in high-need communities; and
 - (ii) One or more public agencies (including local educational agencies, State educational agencies, State human services agencies, and State and local agencies administering programs under the Child Care and Development Block Grant Act of 1990), Head Start agencies, or private organizations; and
 - (iii) If feasible, an entity with demonstrated experience in providing training to educators in early childhood education programs concerning identifying and preventing behavior problems or working with children identified as or suspected to be victims of abuse. (This entity may be one of the partners described above, if appropriate.)

Name of Applicant:	
Printed Name and Title of Authorized Representative:	
Signature:	Date:

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays at the initiation or receipt of a covered Federal action, or a material change to a previous filing, a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

Appendix
Intergovernmental Review

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of Federal Programs) and the regulations in 34 CFR part 79.

The objective of the Executive Order is to foster an intergovernmental partnership and to strengthen Federalism by relying on State and local processes for State and local government coordination and review of Federal financial assistance.

Applicants must contact the appropriate State single point of contact to find out about, and to comply with, the State's process under Executive Order 12372. Applicants proposing to perform activities in more than one State should immediately contact the single point of contact for each of those States and follow the procedures established in each State under the Executive order.

In keeping with the Executive Order, the Office of Management and Budget has established and maintains a list of the States participating in the program. This list provides the names, addresses, telephone and fax numbers of designated State single points of contact and can be accessed at:

<http://www.whitehouse.gov/omb/grants/spoc.html>

In States that have not established a process or chosen a program for review, State, area-wide, regional and local entities may submit comments directly to the Department.

Any State process recommendation and other comments submitted by a State single point of contact and any comments from State, area-wide, regional, and local entities must be mailed or hand-delivered by the date indicated in this notice to the following address:

The Secretary
EO 12372
U.S. Department of Education
Room 7E200
400 Maryland Avenue SW
Washington, DC 20202

Proof of mailing will be determined on the same basis as applications (see 34 CFR § 75.102). Recommendations or comments may be hand-delivered until 4:30 p.m. (eastern time) on the date indicated in this notice.

Please note that the above address is not the same address as the one to which the applicant submits its completed applications. Do not send applications to the above address.

GRANT APPLICATION RECEIPT ACKNOWLEDGEMENT

(If you send your application by mail or if you or your courier deliver it by hand, the Application Control Center will mail a Grant Application Receipt Acknowledgement to you.) If you fail to receive the notification of application receipt within fifteen (15) days from the closing date call:

**U.S. Department of Education
Application Control Center
(202) 245-6288**

(If your application is late, we will notify you that we will not consider the application.)

GRANT AND CONTRACT FUNDING INFORMATION

The Department of Education provides information about grant and contract opportunities electronically in several ways:

ED Internet Home Page	http://www.ed.gov
OCFO Web Page Internet	http://www.ed.gov/offices/OCFO/grants.html
OCFO Contracts Page	http://www.ed.gov/offices/OCFO/contracts.html